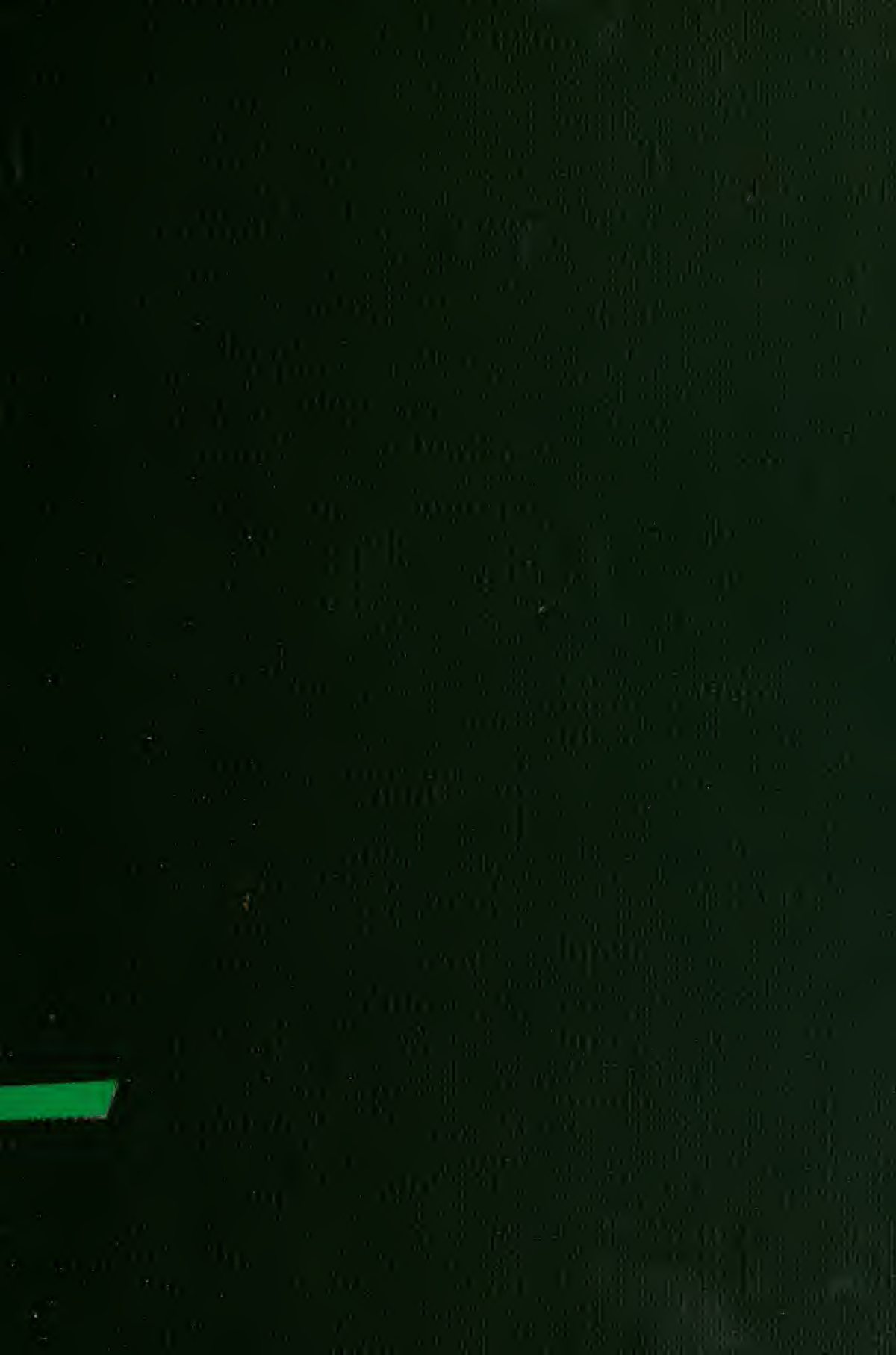








Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

HV 1788

A

Proceedings of the
45TH MEETING
of the
AMERICAN ASSOCIATION
of
INSTRUCTORS OF THE BLIND



BL 11 6637.5)S

Tennessee School for the Blind
Donelson, Tennessee



June 26-30, 1960

OFFICERS FOR THE BIENNIUM 1958-60

President

D. W. OVERBEAY
Vinton, Iowa

First Vice President

Lois V. Cox
Overlea, Maryland

Second Vice President

J. M. WOOLLY
Little Rock, Arkansas

Secretary-Treasurer

JOSEPH KERR
Philadelphia, Pennsylvania

Immediate Past President

DR. ROBERT H. THOMPSON
Lansing, Michigan

MRS. JULIA HAYES
Hartford, Connecticut

MRS. MARGARET TRAUB
Louisville, Kentucky

LEE A. IVERSON
St. Augustine, Florida

SCHUYLER HOUCK
Columbus, Ohio

DR. EVERETT WILCOX
Salem, Oregon

PREFACE

The following is a list of the conventions of the American Instructors of the Blind (1853-1871) and the American Association of Instructors of the Blind (1872-1960) in their proper order: -

- 1st meeting: August 16-18, 1853 at New York, New York.
- 2nd meeting: August 8-10, 1871, at Indianapolis, Indiana.
- 3rd meeting: August 20-22, 1872 at Boston, Massachusetts.
- 4th meeting: August 18-20, 1874 at Batavia, New York.
- 5th meeting: August 15-17, 1876 at Philadelphia, Pennsylvania.
- 6th meeting: August 21-23, 1878 at Columbus, Ohio.
- 7th meeting: August 17-19, 1880 at Louisville, Kentucky.
- 8th meeting: August 15-17, 1882 at Jamesville, Wisconsin.
- 9th meeting: August 19-21, 1884 at St. Louis, Missouri.
- 10th meeting: July 6-8, 1886 at New York, New York
- 11th meeting: July 10-12, 1888 at Baltimore, Maryland.
- 12th meeting: July 15-17, 1890 at Jacksonville, Florida.
- 13th meeting: July 5-7, 1892 at Brantford, Ontario, Canada.
- 14th meeting: July 17-19, 1894 at Chautaugua, New York
- 15th meeting: July 14-16, 1896 at Pittsburgh, Pennsylvania.
- 16th meeting: July 12-14, 1898 at Lansing, Michigan.
- 17th meeting: July 9-11, 1902 at Raleigh, North Carolina.
- 18th meeting: July 20-22, 1904 at St. Louis, Missouri.
- 19th meeting: August 21-23, 1906 at Portland, Oregon, at Salem, Oregon and at Vancouver, Washington.
- 20th meeting: July 14-16, 1908 at Indianapolis, Indiana.
- 21st meeting: June 28-July 1, 1910 at Little Rock, Arkansas.
- 22nd meeting: June 25-28, 1912 at Pittsburgh, Pennsylvania.
- 23rd meeting: June 28-30, 1915 at Berkeley, California.
- 24th meeting: June 4-7, 1916 at Halifax, Nova Scotia, Canada.
- 25th meeting: June 24-28, 1918 at Colorado Springs, Colorado.
- 26th meeting: June 21-25, 1920 at Overlea, Maryland.
- 27th meeting: June 27-30, 1922 at Austin, Texas
- 28th meeting: June 23-27, 1924 at Watertown, Massachusetts.
- 29th meeting: June 21-25, 1926 at Nashville, Tennessee
- 30th meeting: June 25-29, 1928 at Faribault, Minnesota.
- 31st meeting: June 23-27, 1930 at Vancouver, Washington.
- 32nd meeting: June 27-July 1, 1932 at New York, New York.
- 33rd meeting: June 25-28, 1934 at St. Louis, Missouri.
- 34th meeting: June 22-25, 1936 at Raleigh, North Carolina.
- 35th meeting: June 27-30, 1938 at Lansing, Michigan.
- 36th meeting: June 24-28, 1940 at Pittsburgh, Pennsylvania.
- 37th meeting: June 26-30, 1944 at Little Rock, Arkansas.
- 38th meeting: June 24-28, 1946 at Watertown, Massachusetts.
- 39th meeting: June 21-25, 1948 at Austin, Texas.
- 40th meeting: June 26-30, 1950 at Philadelphia, Pennsylvania.
- 41st meeting: June 29-July 3, 1952 at Louisville, Kentucky.
- 42nd meeting: June 27-July 1, 1954 at Batavia, New York.
- 43rd meeting: June 24-28, 1956 at Worthington, Columbus, Ohio.
- 44th meeting: June 22-26, 1958 at Vancouver, Washington.
- 45th meeting: June 26-30, 1960 at Donelson, Tennessee.

TABLE OF CONTENTS

PART ONE: ADDRESSES AND PAPERS		Page
A.	Greetings—E. J. Wood	5
B.	Word of Welcome—Hon. Joseph Morgan	5
C.	Response—Lois V. Cox	5
D.	Keynote Address—"Challenges"—R. Roy Keaton	6
E.	President's Address—"Report on My Stewardship"—D. W. Overbeay	8
F.	Remarks by the New President—"Action Required"—Lois V. Cox	12
G.	Remarks after Introduction—Maurice Olsen	13
H.	New Directions In Teacher Education and Certification—Dr. Lloyd M. Dunn	14
I.	Panel Discussion—Multiple Handicapped Children—Speech and Hearing—Dr. Freeman McConnell	18
J.	Panel Discussion—Multiple Handicapped Children—Mental Retardation—Dr. Leonard J. Lucito	20
K.	Panel Discussion—Multiple Handicapped Children—Emotional Illness—Dr. H. James Crecraft	21
L.	Vision Rehabilitation—Gerard J. DeAngelis	22
M.	An Overview of the Educational Research Program at the American Printing House for the Blind—Dr. Carson Y. Nolan	25
N.	Mobility—Jeanne Kenmore	26
O.	Minority Group within Two Minority Groups—Dr. Leon Charney	32
PART TWO: REPORTS OF ALLIED ORGANIZATIONS		
A.	Report of AAIB-AAWB Braille Authority—Bernard M. Krebs	37
B.	Report of National Committee for Deaf and Blind—Dr. Hugo Schunhoff	41
C.	Report on the International Journal for the Education of the Blind—D. W. Olson, Jr.	42
D.	Report on the International Conference of Educators of Blind Youth—Edward J. Waterhouse	43
E.	Report of the American Foundation for the Blind—Robert Barnett	44
F.	Report of the American Printing House for the Blind—Finis E. Davis	46
G.	Report of the American Association of Workers for the Blind—Hulen C. Walker	50
H.	Report of the National Federation of the Blind—Kenneth Jernigan	51
PART THREE: COMMITTEE REPORTS		
A.	Report of Executive Secretary—Maurice Olsen	54
B.	Membership—Ross L. Huckins	55
C.	Teacher Certification—Leo J. Flood	55
D.	Regional Meetings—Lois Cox	57
E.	Standards and Evaluation—Egbert N. Peeler	58
F.	Scholarship—Walter A. Hack	59
G.	Nominating—Carl J. Davis	60
H.	Amendments to Constitution and By-Laws—Maurice Olsen	60
I.	Necrology—D. W. Olson	61
J.	Financial Report—Maurice Olsen	62
K.	Resolutions—V. R. Carter	63
PART FOUR: WORKSHOP SUMMARIES		
A.	Purpose and Organization of Workshops—Samuel C. Ashcroft	65
B.	Reports—	
1.	Business Education	66
2.	Guidance	67
3.	Homemaking, Related Arts and Crafts	69
4.	Houseparents—(Grade School)	70
5.	Houseparents—(Junior-Senior High)	72
6.	Industrial Arts	73
7.	Intermediate	74
8.	Kindergarten	75
9.	Language Arts	75
10.	Library Science	76
11.	Mathematics	77
12.	Mobility, Orientation and Travel	78
13.	Multiple Handicapped	79
14.	Music	81
15.	Parents	82
16.	Physical Education	83
17.	Piano Technicians	85
18.	Pre-school	86
19.	Primary—(Grade 1)	87
20.	Primary—(Grade 2-3)	88
21.	Principals	89
22.	Science	91
23.	Social Studies	92
24.	Superintendents and Administrators	93

GREETINGS:

E. J. WOOD, *Superintendent*
The Tennessee School for the Blind
Donelson, Tennessee

It has been 34 years since you, the AAIB, had your last convention at our school. We are happy to have you return for this, your 45th Convention.

I bring you greetings from our staff, who are anxious to demonstrate to you the real meaning of "Southern hospitality." We want your stay with us to be pleasant as well as instructive. Each staff member wears a ribbon which will enable you to identify us. We want to see that

you are comfortably housed, well fed, and have adequate meeting places.

It is our sincere desire that throughout this convention we may search dilligently to "meet today's challenge in the education of blind children."

We hope that as you return to your respective homes Thursday, that you may truthfully say, "It was a good conference. The people of Tennessee were really good hosts."

WORD OF WELCOME

HON. JOE MORGAN, *Chairman*
Tennessee State Board of Education
Nashville, Tennessee

Tennessee is most happy to be the host for your 45th Biennial Convention. The Honorable Buford Ellington, Governor of the State, desired very much to be present in order to welcome you on this occasion; however, your convention is meeting at the same time as the National Governor's Conference. Since Governor Ellington has very definite duties at the Governor's Conference, he is unable to meet with us tonight.

Since its first meeting at the Perkins Institute in 1872, the American Association of Instructors of the Blind has provided leadership both in Canada and the United States for instruction of the visually impaired. At the time of the beginning of your organization, it was estimated that there were some 20,000 blind people in the United States. This number has now increased to an estimated 360,000, of

which approximately 6,000 are in residential schools. It is further estimated that about this same number of blind students are attending the public schools.

Your Association has grown until it now contains some 1,400 members. We warmly welcome some 600 of these members to the Volunteer State. We congratulate you on the employment of a full-time Executive Secretary since your last convention. We are very glad that 100 per cent of the teachers of the Tennessee School for the Blind are members of your Association. We feel that we have a very excellent school here. We are always interested, however, in "improving materials and methods of teaching for the visually handicapped."

We wish for you a very profitable and enjoyable convention.

RESPONSE TO THE ADDRESS OF WELCOME

LOIS V. COX, *First Vice President*
Overlea, Maryland

It is a pleasure to accept, on behalf of the A.A.I.B., your greetings and words of welcome. We have been anticipating this visit to your great state for two years, for it was two years ago at Vancouver,

Washington that Mr. Wood extended the invitation to our association to hold its next biennial convention in Donelson. At that time he told us of the facilities available in this fine school, in Donelson and

in Nashville and assured us that we would find here unique entertainment.

The members of the A.A.I.B. have come to Tennessee from many states and from Canada and have been graciously received by the staff of the Tennessee School for the Blind. You can be justly proud of your modern, well-equipped school and of its able superintendent, Mr. E. J. Wood, and his staff, who have worked together to provide housing, meals, transportation and entertainment for this Forty-fifth Biennial Convention of the American Association of Instructors of the Blind.

This is the second time that the A.A.I.B. Convention has been invited to Tennessee. In 1926, Superintendent I. S. Wampler greeted the convention, and Honorable Lewis S. Pope welcomed the members of the A.A.I.B. to Tennessee. He expressed pride in the state, its industries, its schools and its history and, in closing, said, "Stay as long as you please, come back when you are ready." It is 1960 and the A.A.I.B. is ready to enjoy again the hos-

pitality of the people of Tennessee. We are here to learn from each other and to work together to provide for visually handicapped children the best education possible. Our program is a full one with nine general sessions, but time is also provided for us to see some of the nearby places of interest. We will visit the Hermitage, home of Andrew Jackson, see Old Hickory Lake and the "Powder Plant", the Capitol and the University Center, visit the Parthenon and conclude our tour by seeing the world's largest wood carving of the painting of The Last Supper. Many of us have seen or will see the beauty of Tennessee mountains, rivers and lakes, Tennessee's modern industrial plants and its colleges and universities as we travel to and from the convention.

We are grateful for this opportunity to visit the Tennessee School for the Blind, to share ideas and work with people from other states and from Canada and to enjoy the beauties of Tennessee, the home of three great presidents and Grand Ole Opry.

KEYNOTE ADDRESS—"CHALLENGES"

R. ROY KEATON, *Director-General*

Lions International

Chicago, Illinois

Your work is indeed challenging. The history of the American Association of Instructors of the Blind is an absorbing and unfolding narrative involving hundreds of men who have faced and accepted difficult and almost impossible challenges. Your history is a brilliantly rich story filled with brilliant deeds well done.

The American Association of Instructors of the Blind is more than 100 years old. Your first meeting was held in New York, in 1853, — 107 years ago. I am told that your conventions are held every two years in one of the residential schools around the country and that your last convention was held in Vancouver, in 1958.

I congratulate you for having established permanent headquarters in St. Louis, and for employing an Executive Secretary and for developing an efficient central office. Your useful organization has grown from about 800 members, 8 short years ago to more than 1,400 members today, and this

progress is indeed most commendable. Your Convention program gives evidence of much careful thought and planning and I congratulate all of your officials and all of those responsible for it. It is especially interesting to notice that during your four day convention over 20 interest areas are being developed through the use of modern workshop techniques. It is interesting, too, to know that during the time between your biennial conventions, your useful Association sponsors workshops, seminars, college courses and other meetings for in-service training of teachers and others.

I would like for you to feel that Lions International, the organization of which Finis Davis and I, as well as many of you I'm proud to say, are members, is deeply interested in, and involved with various types of work to prevent blindness, restore sight, and to aid the sightless.

Lions International has over 15,000 Lions Clubs in 108 countries or geographi-

cal locations of the world with a membership of over 613,000. We are by far the largest Service Club Organization in existence. Our Lions Clubs around the world have and are accepting the challenge dealing with the problems of the blind. Lions Clubs are helping in countless ways, for example, since 1925, Lions have furnished money with which to send the Juvenile Braille Monthly Magazine to boys and girls between the ages of 8 and 15, in several countries of the world. It is the only Braille monthly published for blind children. The wide range of activities in this field, which Lions Clubs have and are now sponsoring, includes eye operations for restoration of vision; corneal transplants; setting up blind persons in their own businesses; sending blind persons (both children and adults) to summer camps; furnishing talking books and talking book records, radios, television sets to blind shut-ins; supplying Brailled literature, including Readers Digest; supplying guide dogs and training programs. Literally thousands of white canes are given each year to blind individuals as protection in traffic. Countless Lions Clubs furnish transportation for groups of blind persons to all types of gatherings from picnics and outings to Christmas parties and celebrations.

Lions are very active today in establishing eye banks and eye research foundations. Permit me to read two paragraphs from a letter received on June 17th, 1960, from Mrs. Mayda C. Roberts, Executive Secretary of the Lions of District 22-C, Washington, D. C.; Eye Bank and Research Foundation, Incorporated.

"President Lew Hopfenmaier has requested that I send you the following pertinent information:

"In the short space of less than three years over five hundred people have been given sight through our Eye Bank. Four major medical discoveries have been recorded through our Research Foundation and, at the present time, we have taken on two medical students under a Student Fellowship Grant to work in our Research Laboratory and to be trained in various fields of ophthalmology during their vacation. We have also guaranteed \$20,000.00 for research for the fiscal year, and the first check of \$10,000.00 was presented two weeks ago.

"Our total cost of operation for the fiscal year will run approximately \$50,000.00. This will include research, maintenance of an office and payments

of all kinds, new equipment, enucleation of eyes, etc. Our discovery and perfection of the method of dehydration and preservation of corneas and vitreous is now being copied by many other Eye Banks, and we have shipped this preserved material all over the world to nearly every country outside the Iron Curtain."

This is only one of many projects that the Lions of District 22-C have sponsored. You can understand our extreme pride because our Lions Clubs are accepting their challenges and are working with you dedicated and devoted teachers and administrators in this greatly needed humanitarian work.

Like you, we are proud of our record,—yet, at the same time we realize that so much more needs to be done and could be done if more people and more leaders would accept their challenges. We know that sometimes, due to human frailties, weaknesses may occur in leadership, and any school or any club or any worthy project always suffers, any time a leader is afraid or unwilling to accept his challenges or is afraid to stand up and fight for what he believes to be right, or when he fails to carry high his torch of leadership.

Certainly one of the easiest ways out when faced with problems or difficult challenges is to do nothing,—to remain placidly unconcerned and blissfully indifferent in the hope that something will eventually happen or someone else with more initiative will come along later and face the challenges and solve the problems.

Doing nothing may be the easiest thing but it is usually the most harmful and often most fatal. The major cause for any project to fail, or any business to go on the rocks, or any nation or people to lose their freedom is the fact that somewhere irresponsible or weak leaders have failed to accept their responsibilities and face their challenges.

Members of the American Association of Instructors of the Blind, keep in mind that leadership demands courage. Leadership requires action. Accept your challenges. Your true interest in your work is always reflected in the manner in which you accept them. Remember that the greatest thing in the world is a human life, and the greatest work in the world is to touch a human life helpfully.

We all must accept our challenges for challenges ennoble us. We are the result of our own deeds. We live in deeds, not

in years — in thoughts, not in breaths— in feelings, not in figures on a dial. We must count life by heart-throbs. He lives most who serves most. He feels the noblest who acts the best. Life is the soul's nursery. We grow only as we accept our challenges.

We must ever remember that he who makes the world brighter, happier and

more joyous, has not lived in vain. He who touches the heart-cords of the people, awakens their sympathy, pity and humanity does more than portray human emotion. He subtly and surely aids in the grand work of bringing humanity into closer relationships and in the long run contributes the force of his genius toward bringing about a better world and a better brotherhood of man.

PRESIDENT'S ADDRESS—"REPORT ON MY STEWARDSHIP"

D. W. OVERBEAY, *President*
Vinton, Iowa

For two years it has been my responsibility, privilege and honor to serve as your President. These have been exciting and challenging years filled with pleasure and achievement but, at the same time, not without disappointments and frustrations. All in all, it has been a wonderful experience which I shall never forget.

One of the pleasures of being your President is derived from publicly recognizing people for their help. First of all, I should like to thank you for your continued interest in the AAIB and especially for participating in this Forty-Fifth Biennial Convention. Next, I wish to applaud Superintendent E. J. Wood, his board and staff for being host to this convention. We appreciate the two years of planning and extra effort which has been necessary and is evident everywhere as we proceed with the business at hand. This beautiful campus is a tribute to better education for the blind children of Tennessee and reflects the great interest and continued progress in this great state.

To Second Vice-President Max Woolly and his Program Committee we extend our commendation. Unless one has been Chairman of the Convention Program Committee — as I have — it is difficult to realize the intense effort, mountains of correspondence and attention to detail which must be handled by the Chairman and his Program Committee. (Incidentally, there are others on this platform who know whereof I speak — Miss Lois Cox who was Program Chairman of the 44th Biennial Convention in Vancouver, Washington; and Dr. Robert Thompson who was Program Chairman of the 41st Biennial Convention in Louisville, Kentucky.) Mr.

Woolly has done an enviable job. Thanks, Max.

We have been particularly fortunate in the past in securing the volunteer services of superb Coordinators of Workshops — Josephine Taylor, Dorothy Misbach, William Heisler and Dr. Robert Thompson. Once again, we have good reason to cheer. Mr. Samuel C. Ashcroft of George Peabody College is our Coordinator.

Dr. M. Robert Barnett, Director of the American Foundation for the Blind, and his key staff members have been most helpful on numerous occasions during the past biennium. Your Long-Range Planning Committee has continued to meet with Dr. Barnett periodically. Detailed and more specific references to these meetings will be made later in this report as well as in other reports which you will hear during the Convention. On behalf of the AAIB, I wish to thank Dr. Barnett, his staff and Board of Directors.

Superintendent Finis Davis of the American Printing House for the Blind, his staff and Board of Directors has continued to work closely with us. He has not only sought our counsel on many educational matters but has been ever willing to assist us as individual educators and as an association. A gift of \$750.00 from the Board of Directors of the Printing House is material evidence of their interest in the welfare of our association.

Technically, we have no direct control of or interest in the International Journal for the Education of the Blind. Actually, we are vitally concerned in its welfare. Most of the "Journal's" Board of Trustees and Assistant Editors are Superintendents of Schools for the Blind and/or Deaf. V. R.

Carter, Editor, and Marjorie S. Hooper, Managing Editor, deserve special praise for their effective leadership and tireless efforts in producing a magazine of primary interest to educators of blind children.

Egbert Peeler and his Committee on Evaluation and Standards have continued to work unceasingly and well during this biennium. Mr. Peeler and his committee have collated, compared and summarized your replies to questionnaires on many subjects. In 1956-58 the Committee completed studies of: number of Pupils per teacher, number of periods per week, degrees held by teachers, readers for the elementary grades, books for the library, general instructional equipment, equip- for teaching of—cooking and sewing, arts and crafts, music, general science, and biology, permanent academic records, medical records, and records of psychological tests. In 1958-60 the committee completed studies of: some recommended standards for the construction of academic classroom buildings, some recommended minimum standards for the teaching of industrial arts and shop classes, some recommended minimum standards for the teaching of physical education and an evaluation of recreational activities for visually handicapped children. The results have been made available to you in order that you might better evaluate your own programs. The work of Egbert Peeler and his excellent committee of Byron Berhow, Hugo Schunhoff, Ben Smith, William English and Durward Hutchinson should continue. It deserves, to an increasing degree, the support of each one of us.

Special words of commendation should be given here to Dr. Edward Waterhouse. His activities have been so productive and varied during the past two years that it is hard to know which to single out. Dr. Waterhouse has ably headed our Committee on Legislation—working tirelessly and successfully to achieve our legislative goals and to coordinate our efforts with other organizations in the field of work for the blind. Also, Dr. Waterhouse has served and is serving as an officer and leader in the International Council for the Education of Blind Youth. His work in this area has been a valuable contribution to the advancement of blind youth throughout the world. Next, he undertook and successfully completed in April of 1959 the momentous job of revising and rewriting the Policy Statement of the AAIB. While this revision has not been officially adopted

as yet by the membership, all of you received copies. Action on it is now pending. Finally, I must not fail to mention the generous contribution to the association of \$700.00 from the Perkins Board of Trustees for each year of this biennium. In all these ways and many others our association is a better organization because of Ed Waterhouse.

We are also a better and more progressive organization because of Dr. Francis M. Andrews. As all of you know, Dr. Andrews is a Past President of the AAIB. He has been our representative at the Inter-agency Committee of the CEC in New York City. He was our representative this year to the White House Conference on Children and Youth and he constantly promotes and builds our Association in his home state of Maryland. As evidence of this good work, the Parent-Teacher Association of the Maryland School for the Blind gave \$239.00 to the AAIB last year and made a similar generous contribution this year.

While I am listing the people who deserve special mention for their work in behalf of our association, I would indeed be remiss if I did not give special recognition to my secretary, Mrs. W. R. Powers. She has devoted many extra hours in behalf of the AAIB—typing, filing, mimeographing — all without added remuneration. I have appreciated this sacrifice and I know that you share this appreciation with me.

I could continue in this vein for some time and could do so without apologies. To Ross Huckins, Chairman of the Membership Committee which has increased our membership to 1440; Dr. Eber Palmer and his Executive-Secretary Selections Committee and many others goes the credit for any achievement or success since July of 1958.

No report of mine would be complete without saying at least a few words about the able Board of Directors with whom I have served during the past two years. These nine devoted men and women have tirelessly and cooperatively (often without recognition) given of their time and resources to advance the welfare of this organization and the blind children of the nation.

In the ten years which I have served at the national level — four years on the Board of Directors, two years as Second Vice-President and Convention Program

Chairman of the Ohio Convention, two years as First Vice-President and Coordinator of Regional Workshops and two years as President — I have seen the AAIB "come of age." Many of us have watched the AAIB grow from a circumscribed membership with 250 attending conventions to an "open" membership (1400 plus) with over 600 registered at conventions. Many of us have watched the AAIB grow from a rather "exclusive" club to a more professionally oriented organization which encouraged and received participation by all members through workshops and committee activities.

As we have attempted to see and interpret the needs of the association and of blind children throughout the nation, these needs have been reflected in an increase in our annual budget of from \$2,500.00 only a few years ago to \$28,000.00 at the present time.

We recently passed a major milestone when we established a national office and selected a full-time, paid Executive-Secretary to coordinate our activities. No newcomer or non-member could possibly understand how much the achievement of this long-cherished dream means to those of us who have worked for the organization throughout these years and believed in its potential: and it would be difficult to overestimate our extreme good fortune in having secured Maurice Olsen as our Executive-Secretary.

Maurie has entered into the duties of his job with a dynamic force and an eager enthusiasm, with an understanding of problems and a willingness to work which few people could have equaled or emulated. He never seems to tire or flag. He has represented us at Congressional hearings, inaugurated the publication of a new monthly periodical (*The Fountainhead*), carried on negotiations with other organizations in the field of work for the blind, consulted on various problems with many of you throughout the country—in short, he has been anywhere and everywhere, assisting where needed and coordinating the efforts of workers in our field. He has been all that we could ask for and more. If the adage is true that, "Whoever determinedly sets about a task has half accomplished it," Maurie is well on the way. It is now our responsibility to work with him to meet the challenges which lie ahead.

Our major source of strength in terms of numbers, hard work, recommendations and suggestions is our workshop groups. Your Board of Directors and Long-Range Planning Committee have given careful consideration to the recommendations made by the workshop groups. For example, following the Vancouver, Washington, Convention we sought funds and expert personnel to (1) study the multiple-handicapped blind child, (2) study vocational opportunities for the blind, (3) develop an optimum course of study in the areas of orientation and mobility for the young blind child, and (4) train teachers to develop competencies in the areas of orientation and mobility. Your Board realized and still realizes that these are not original concepts or ideas, that these needs are being studied or being met in part. At the same time, we feel that more should be done in order to support the recommendations of the workshops.

Fifty dollars (\$50.00) is budgeted each year of each biennium for each workshop to carry on during the interval between conventions. Additional monies may be forthcoming to those groups whose chairmen petition for it and submit valid reasons supporting such a request. I urge the workshops to be active between conventions — to make definite plans here for 1960-1961 and 1961-1962.

The AAIB has a Policy Statement. Like all policy statements, it is subject to revision. I should like to urge our next President to appoint a committee to study the latest revision made by Dr. Edward Waterhouse in 1958 and to submit this to the 1962 convention.

For many years the AAIB has issued teaching certificates through a teacher certification committee. The requirements for AAIB teacher certificates have not kept pace with modern trends of certification. Mr. Leo Flood and his committee, Mr. George Heltzell and Mr. Olsen have done some preliminary work on a revision. I hope that this good work continues and that the next Board will adopt new requirements for teacher certification.

A Subcommittee on Special Education of the Committee of Education and Labor of the U. S. House of Representatives has been studying the needs of exceptional children and youth as related to current and future federal legislation. Dr. Merle Frampton, Principal of the New York Institute for the Blind, has been directing

this study. Regional workshops and hearings have been held throughout the United States except for the Far West. Dr. Eber Palmer, Mr. J. M. Woolly and Miss Jeanne R. Kenmore have acted as chairmen of three regional workshops. Several Superintendents have attended. Maurice Olsen has been at three, while I participated briefly in the hearings in Chicago.

We have been vitally interested in this study. The Board of Directors has presented a statement to the Elliott Subcommittee. Your Board suggested, among other things, that there was need for:

1. Improved in-service training for teachers of blind children.
2. More teacher-training centers.
3. Higher standards of certification for professional personnel.
4. A periodic and comprehensive census of pre-school and school-age blind boys and girls.
5. Additional staff in the U. S. Office of Education to study standards, engage in research, encourage and assist states to assume greater responsibility in organizing, financing and administering programs related to educating blind children.
6. An amendment to Public Law 531 so agencies such as the American Printing House for the Blind can apply for and receive funds to carry on needed research.
7. The removal of the "authorization ceiling" for the APH and an increase in the annual appropriation to \$1,-000,000.
8. A special appropriation of \$300,000 to permit the APH to stockpile an inventory of books.
9. Regional diagnostic centers for multiple-handicapped blind children.

The role which the Federal Government plays in education increases at a rapid pace and has a greater and greater effect upon local programs. Much recent federal legislation has ignored the needs of blind children and educators of the blind. This should be changed.

As of this moment we are operating on a deficit budget. We are expending more than we are receiving. In other words, our expenditures now exceed our income.

How have we been able to do this? First of all, we had a balance-on-hand of \$28,-000.00 at the beginning of this year's budget (1-1-60). Secondly, through the interest and generosity of the American

Foundation for the Blind we received \$12,-500.00 in May of 1959 and \$12,500.00 in May of 1960.

The American Foundation for the Blind gave us this money in order to help us get through the "growing pains" of achieving full organizational maturity and professional status — that is, in order that we might employ a full-time Executive-Secretary and establish a permanent national office.

Quite naturally, this grant from the AFB is temporary — not a permanent arrangement. It was intended to help us through a transitional phase of organizational development. It is for us now to consider the long-range methods by which we will handle our own expense of operation as a full-fledged, responsible, mature, active, professional organization.

If the AAIB is to continue to make progress and, for that matter, if it is to maintain the progress already achieved, its own members must assume a fuller measure of responsibility in financing the organization. Each member now pays only \$5.00 per year in dues. This is simply not enough. It is far less than most of us pay to our local and state professional organizations. Moreover, the AAIB is or should be more significant in the professional growth and achievement of each of us than any other organization in the nation whether that organization be local, state or national in character. In short, the AAIB is our organization. It will be whatever we make it. We must now decide whether it is worth our efforts as a serious undertaking or is simply an unimportant by-product of our other professional activities—something which we think of once each biennium at convention time or more often if we have nothing better to do.

As you know, your Board of Directors is recommending that dues be increased on a sliding scale from the present \$5.00 per year to \$10.00 per year in 1965, with \$1.00 increases for each of the intervening years. I hope that the Convention will see fit to approve this recommendation. Further, I hope that each of us will look upon this as a minimum—not a maximum—of what we should do.

With an anticipated income of \$6,500.00 from dues (1,300 members @ \$5.00), \$3,600.00 from corporate memberships and \$1,500.00 from miscellaneous sources for 1960, and with estimated expenditures of \$28,000.00, our annual deficit (not count-

ing balances available or grant from the AFB) will be \$15,400.00. We are depleting the \$28,000.00 balance which we had on 1-1-60 at the rate of approximately \$16,000.00 per year. Again, I say that the AAIB is worth building. We should

contribute our money to it but we should also do more. We should give to it in terms of effort and time, planning and thought, and interest and devotion — and all of these in sufficient quantity to insure continuing stability and progress.

REMARKS BY THE NEW PRESIDENT—"ACTION REQUIRED"

Lois V. Cox, *Principal*
Maryland School for the Blind
Overlea, Maryland

Never in the history of the education of visually handicapped children has election to the presidency of the American Association of Instructors of the Blind presented a greater challenge. The AAIB has a past of more than one hundred years of continuous accomplishments, a present of increased and expanded membership, an organized central office and an executive secretary, and a concern for the education of all visually handicapped children wherever they may be, and a future of even greater service to educators of visually handicapped children. Knowledge of the past and present are necessary; but for accomplishment in the future, action is required.

The rapid increase of knowledge caused by the publication of more literature, the making of more history and the completion of scientific experiments combined with the change in attitude toward "who should be educated" have challenged educators in the field of general education to write new textbooks, to devise new methods to help students to learn and to improve teaching equipment and materials. The increase in numbers of people seeking education has resulted in a need for expanding facilities and recruiting and training teachers, social workers, guidance counselors and administrators.

The White House Conference on Children and Youth with its purpose, "to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity," is evidence of the national interest in the problem of education. This is just one of the methods which have been used to determine the needs and the courses of action that should be taken. National studies of existing programs, such as the Conant Study of High Schools, have been made.

Workshops for administrators have been held in colleges and universities. Experimental research has been done on better utilization of teacher time. J. Floyd Trump, in his book, "Images of the Future," has predicted that the problem of teacher shortage will be met in the future by having the student spend 40% of his time in large-group instruction, 40% in individual study and 20% in small-group discussion and by having teacher specialists, general teachers, clerks, general aides, community consultants and staff specialists. These are revolutionary ideas, but perhaps revolution in education will be required to meet the needs in a changing world.

Experiments have been made in team learning. In experimental classes at Dedham and Wellesley, Massachusetts, students working in pairs and threes learned a year's spelling in seven weeks. Dr. Donald D. Durrell, in an article in the June "Grade Teacher", said, "The primary objective of team learning is to assure highly attentive and effective learning during each working minute."

The ungraded primary has been tried in various parts of the country. Burlington, Vermont and Hillsboro, Oregon are trying a three year experiment. At the end of the first year, they reported, in the November, 1959 issue of "School Management," that the achievement results were significantly better in the ungraded section than in the graded section.

The use of mass media, teaching foreign languages from first grade through college, the invention of teaching machines and the use of the electronic classroom are still in the experimental stage.

Obviously general education is in motion. The direction it will take will be

determined by the results of the research that is being done.

With so much taking place in general education, what has been happening in special education? The Elliott Study of the needs in the field is in progress with organizations, such as the AAIB, pointing out the needs in each area. Diagnostic centers have been established to determine the nature of a child's handicap and its extent, and the team approach to finding the best type of education for the child is being used. Workshops and in-service training programs have been developed and training centers for teachers have been established.

It was encouraging to hear Dr. Lloyd Dunn say to our convention that the work with the visually handicapped has taken the leading place in the field of special education in recent years. We are aware of such forward steps as federal support for special projects, changes in federal regulations to make possible increased services and materials for visually handicapped children through the American Printing House for the Blind, extension of Library of Congress services to include children's books; the studies made of industrial arts and mobility and orientation which have resulted in a summer training course for Industrial Arts teachers and masters program in mobility and orientation; the addition of a specialist in the education of the visually handicapped to

the staff of the Division of Exceptional Children, Office of Education, Department of Health, Education and Welfare; exploration of research needs of partially seeing children, summer workshops for educators of visually handicapped children in colleges and universities with scholarship assistance offered by the AAIB, the A.F.B., departments of education and schools for the blind; and changes in curriculum and changes in the pattern of the education of visually handicapped children to meet their individual needs.

We are also aware that there are needs which are not being met — need for more studies, research projects, training of more teachers, in-service training and advanced study for teachers and houseparents already in the field, regional meetings, improved standards and certification, more published results of studies and statistics and more diagnostic centers.

The AAIB is fortunate, in this fast-moving age, to have the machinery to do its part in meeting the needs in the field. With an established central office and an executive secretary to work with the officers and members of the association, we are ready for action. There is a job for every member of the AAIB to do. I pledge you my best efforts as President of the American Association of Instructors of the Blind. Action is required, and, with your help, there will be action during this biennium.

REMARKS AFTER INTRODUCTION

MAURICE OLSEN, *Executive Secretary*
St. Louis, Missouri

I am very happy to have been appointed Executive Secretary of such an honorable national professional association that has such a tremendous potential for making ever-increasing contributions to the field of the education of visually handicapped children. I know you are proud of your past accomplishments and rightly so, they have been many and they have been significant and they have been the fruits of much effort and dedication. However, in the short time I have been in office, I have had the opportunity of glimpsing a sleeping giant just being awakened. The potential that is present in this fast-growing Association assumes staggering significance

when the possibilities of future activity, growth, service, energy, expansion, projects, and accomplishments are envisioned as being applied in the many areas of remaining need such as research, professional literature, standards, improvement of student and professional worker welfare, the exchange of ideas, and the aggregation of expert talent toward the solution of common problems.

We will soon be able to make use of over 1500 capable members to affect progress toward our great goal of improving materials and methods of educating visually handicapped children. Yes, the giant will not be content to use the new Execu-

tive Secretary's Office as a tiny new finger to flex in an attempt to do his bidding. Better, he should use this new Executive Secretary's office as a nerve center to activate a workshop like a fist, to stimulate a committee to smashing effectiveness like the sweep of a muscled arm, to unleash the power of regional associations, the power

of individual contributions, the power of professional meetings, and the power of Board of Director leadership until this giant's confident, balanced stride rushes him forward to certain conquest of obstacles and attainment of objectives. Wake up AAIB! It is time for all your power to be felt.

NEW DIRECTIONS IN TEACHER EDUCATION AND CERTIFICATION

DR. LLOYD M. DUNN, *Coordinator*
Department of Education for Exceptional Children
George Peabody College for Teachers
Nashville, Tennessee

Allow me first to join Mr. Wood and the other Tennesseans in welcoming you to our State. We trust you will find your convention so profitable you will stay on for a week or so to enjoy our hospitality. Should you find time, we hope you will visit us at Peabody College, and especially get to know more about our training program for teachers of the visually limited which is so ably coordinated by Sam Ashcroft.

Before beginning my presentation, I should like to set the record straight. You do not have before you today a specialist in the education of children who are blind. Instead, by training and inclination, it would be more accurate to call me a "generalist" since I have equal concern for children in each of the ten areas of exceptionality. Nevertheless, it has been my good fortune to study in your field and to work closely with a number of leaders in the American Association of Instructors of the Blind. As director of a Southern Regional Education Board project, it was my good fortune to be counselled by Max Woolly. While on a similar project with the Western Interstate Commission on Higher Education, I was tutored by Everett Wilcox. Here in Tennessee, Mr. Wood and Dr. Ashcroft have seen to it that a little of their knowledge has rubbed off on me.

It is my aim this afternoon to present an overview of a special educator's perceptions of new directions in teacher education and certification in your field. In my opinion, your field will be the most exciting area of exceptionality for the next decade. More advances and changes have already occurred in your area than in any other. We both envy and empathize with

you in the challenges that lie ahead. We look to you to show the rest of us new ways of modifying a profession in response to rapid change.

To me, there are four major changes which are markedly affecting education of the blind. (1) The wave of children with retrolental fibroplasia has already begun to move through the schools. (2) The prevalence of multiple disability among blind children has increased and is likely to continue to do so in an exponential function. (3) Low optical aids have sharply reduced the number of legally blind children who depend upon the use of braille at school. (4) The day school movement has reached a zenith in a short period of ten years, and must modify its purposes and procedures if it is to continue providing a valuable service to the field.

In talking with a number of you, I have learned that the number of new enrollees to grade one with RLF will be sharply reduced in many programs this fall. If this has not yet occurred in some programs, it will by 1961. Thus, in just over ten short years from now, most of the youngsters with this condition will have graduated from the public schools. This leads me to predict that the relative prevalence of blindness among school aged children will decrease by 50 to 75 per cent in the next ten to fifteen years. This will reduce the present estimate of 0.3% down to 0.015% or less. Population increases and other factors may hold the absolute number of blind children somewhat near the present figure. Nevertheless, this development will have an important impact on the types of children to be served, as well as numbers.

This leads me to a discussion of multiple disability. With medical advances reducing RLF and blindness due to disease, and with the increased ability of physicians to save many more congenital cases, the challenge of multiple disability is likely to increase rapidly. In fact, I would predict that by 1970 at least one-third of blind children will have multiple disabilities. From the 1955 survey by the American Printing House for the Blind, we know that this extrapolation is not too radical, since 20% of blind children were found at that time to have multiple conditions. There is good evidence from the APH study and from the Georgia study conducted by Wishik that mental retardation will be the most common multiple disability, followed by neuro-muscular disorders, and then by speech and hearing problems. A unique responsibility of the residential schools should be to find ways of better serving these multiple handicapped children.

Low optical aids are perhaps the most startling and heartening development of the 1960's. Upon his recent return from an excellent conference called by Jack Jones of the U. S. Office of Education, Mr. Ashcroft told about one study which was reported there. Of one thousand visually limited children, all of whom had measurable vision (numerical acuity) but fell within the legal definition of blindness, only five were not learning to read by ink print following low optical aid prosthesis. To me, this development should have an imperative impact on both the definition and treatment of children with visual disabilities. The sharp division line between children who are classified as blind and partially seeing should surely be scrutinized.

Growing out of low optical aids are suggestions concerning the day school movement. In no other area of physical disability has this movement been as virile as in the education of the blind. Recent U. S. Office of Education statistics indicate that only 529 blind children were enrolled in the public day schools in 1948. Just ten years later in 1958, the number was reported at 2,739 for an increase of over 500%. During this same period of time, the number of partially seeing children in the day school increased only from 7,656 to 8,248. More recent figures from the American Foundation for the Blind indicate, that, for the first time in our history, more than 50% of blind boys and

girls were enrolled in the day schools this past year, while less than 50% were in residential facilities. Just as the day school movement reached its peak in a short period of ten to fifteen years, so without good planning and cooperation between the day and residential schools, it may well pass into near oblivion in a similar period of time. With the sharp reduction in prevalence resulting from RLF, with the marked increase in multiple disability including severe mental retardation and language disorders, the nature of the children classified as blind in most large communities will sharply shift to a very complex type. It seems doubtful to me that the present popular itinerant and resource room plans will adequately serve these children who will have so many problems. In fact, I would predict that day schools of the future will be classified as educationally blind. Thus, day school programs, if they are not to close down, will need to change their nature. In this regard, I would suggest that combined facilities be developed to serve both the blind and the partially seeing. The implication of this suggestion for teacher education and certification will be elaborated on later.

Before discussing the implications of these four developments for teacher education and certification, allow me to present my views on the demand for teachers of the blind.

In 1954, the Southern Regional Education Board conducted a study on the needs of fourteen Southern states for regional programs for training special education personnel. At that time, we discovered the annual demand for teachers of the blind to approximate sixty-three teachers per year (or just over four per state). Last year, in a similar investigation by the Western Interstate Commission on Higher Education involving the thirteen Western states, the demand was found to be forty-nine teachers per year (or just under four per state). Applying these estimates to the nation's fifty states, it would appear that the annual national demand will approximate two hundred new teachers to allow for attrition and expansion. Half of these will be needed for residential and the other half for day schools. In the WICHE study, we asked for a break-down on the nature of training of the forty-nine teachers of the visually limited needed per year. It was indicated that forty-five need to be competent to educate both blind and par-

tially seeing, while three teachers would be hired to work solely with blind children, and only one would be hired annually to work solely with partially seeing boys and girls.

Concerning these quantitative aspects of teacher education and certification, it would be my prediction that this annual demand will be reduced somewhat about 1970-75, due to the prevalence decrease, even allowing for the population explosion. Perhaps it would be safe to say, after 1975, that the annual demand for teachers of the visually limited will approximate about three teachers per year per state.

What are the qualitative implications of these developments for teacher preparation and certification? To me, the first is this. The need for teachers of the blind in individual states is so small that regional programs seem indicated. Exceptions are states with populations over 7,000,000 which would include New York, Pennsylvania, Ohio, Illinois, Texas, and California. Here, the need for teachers within the state may be so large that individual training programs can be supported. A solid framework for regional action is already available to us since thirty-five of the fifty states of the Union are already organized into regional boards. While the Southern Regional Education Board serves the sixteen Southern states, and the Western Interstate Commission for Higher Education the thirteen Western states, the New England Board of Higher Education is available to the six New England states. Following the 1954 study by SREB, one regional training program was established at Peabody College to prepare teachers of the blind and partially seeing. For the past three years and for the next two, the American Foundation for the Blind will provide basic support to it. In the meantime, states are being asked to assume responsibility for scholarships and supporting grants. On July 1, 1960, Kentucky became the first state in the region to provide supporting grants to enable two Kentucky teachers to be trained in the area of the blind. Thanks to the leadership of superintendents of residential schools and state directors of special education, a number of other states are well along in planning the assumption of similar financial support for the program. It would be my strongest plea that within two years each of the sixteen Southern states provide supporting grants to continue the Peabody program, and if neces-

sary, initiate another such endeavor in the South.

While the South was the first to establish a regional program through the cooperation of the American Foundation for the Blind, WICHE has recommended for interstate purposes in the West one or two strong combined training programs for teachers of the blind and partially seeing. This fall, colleges and universities will be invited to be considered for regional centers. Criteria will be established for selection. Following this, visitations will probably be made by a team of experts to assist in the naming of the institutions of higher learning in the West with the best potential for regional programs. However, the major need will be to find financial support to initiate these regional endeavors. I would strongly encourage the members of the American Association of Instructors of the Blind in the thirteen Western states to work closely with the political figures in that region to encourage state support for these programs at an early stage.

The New England Board of Higher Education is the only one which has not made a special education study. As far as I know, no requests have been made of it to do so. If there is a belief in the New England states that regional centers of training are indicated supported by state funds of various states, then I would recommend strongly that persons in that region make known their position to NEHE.

There are many assets in developing programs through regional boards of higher education. Included are: (1) prevention of unnecessary duplication, (2) utilization of best resources and personnel of the region, (3) greater assurance of the recruitment of sufficient students to justify the operation of a program, (4) economical considerations, and (5) prevention of provincialism. To me, regional programs are the best value available to us today in the field of teacher education of the visually limited. The membership of AAIB has an unusual opportunity to write their state legislators pointing out the need for, and economics of, regional programs of preparation for teachers of the visually limited.

The new developments in your field suggest a number of changes which should be made in teacher education programs. The multiple disability and low optical aids phenomena have the most implications. In

the past, our training programs have been based on the assumption that most blind children are not very different from the normal seeing, except in the sense that one of their sense modalities had been cut off or sharply curtailed. Braille was about all that was special in the field. Now, the field is becoming much more complex. First of all, I would encourage teacher education programs to provide a combined sequence of preparation in both the areas of the blind and the partially seeing. There is no reason why persons securing a degree in this field cannot be qualified and certified to teach both the blind and the partially seeing. The need for such joint training will be especially important for teachers planning to go into day schools, but will surely be helpful even in residential schools. Furthermore, sequences of preparation should be broadened to increase the teacher's competence in dealing with multiple disabilities. Thus, courses in mental retardation, brain injury, speech and hearing, and so on need to be added. There is a special need for teachers of the multiply disabled blind child to have much greater skills in educational diagnosis. Not only should they be able to measure scholastic aptitude and achievement, but they should also have preparation in measuring interests, special aptitudes, etc. I would suggest, too, that these new type teachers of the visually limited have greater research skills than in the past. They need courses in statistics and research design, and should actually carry out a study under the direction of a major advisor; surely in your field which is changing so rapidly, there is a great need for new knowledge. This expanded program will make it more impossible to become adequately prepared through summer sessions. In fact, we need to move toward a full academic year of specialized preparation. Since it continues to be considered important for teachers to have regular classroom teaching experience before entering your field, special inducements will be needed to encourage teachers to leave a paying post for a year's professional preparation. Professional leave with pay or sizeable scholarships would seem to be essential.

What are the implications of these developments for teacher certification? First, I would suggest that certification require-

ments be modified to include the elements of the teacher education curriculum I have outlined. Second, I would recommend a joint certificate covering proficiency in teaching both the blind and the partially seeing.

Traditionally, teaching standards have evolved through a number of stages. At first, residential school superintendents were given autonomy in determining employment standards; no state certification requirements were maintained. With the advent of the day movement, state certification requirements became more prominent. Usually, these consisted of a list of courses, including anatomy and function of the eye, braille reading and writing, etc. In the past five years, the trend has been toward accrediting teacher education programs. Thus, state departments of education have passed responsibility on to the university to certify as to an individual's competence to teach in the field. In my opinion, the next stage will be for professional organizations to certify the proficiency of its membership. AAIB has already established certification requirements. I suggest that these need to be modified in light of the rapid changes of your field. Perhaps examination boards need to be established. I would predict, eventually, that membership in AAIB will be necessary to qualify a person for a teaching position in your field. How far this development is in the future, I do not know. In the meantime, the sixteen Southern states have developed a set of certification requirements for special educators, including teachers of the visually limited. A report of their project, entitled "Reciprocal Certification of Teachers for the South's Exceptional Children," has just been published by SREB. Those of you desiring a copy for use either in this region or in other parts of the United States and Canada should write to William C. Geer of SREB for a copy. The address is: 130 Sixth Street, N.W., Atlanta, Georgia.

In conclusion, may I reaffirm again my belief that yours is the most exciting area of exceptionality today. The changes in your field are more rapid than in any other. You have a special privilege and responsibility to develop new directions in teacher education and certification for your field.

PANEL DISCUSSION — MULTIPLE HANDICAPPED CHILDREN SPEECH AND HEARING DISORDERS

FREEMAN McCONNELL, *Ph.D.*

*Director, The Bill Wilkerson Hearing and Speech Center
Nashville, Tennessee*

Perhaps man's most distinctive characteristic is his ability to use symbols to communicate with his fellows. Indeed, a good argument can be made that the child's developing use of language symbols constitutes in large part what is commonly considered the growth of mind. Our measures and comprehension of intelligence are determined in large part by the development of language habits. Speech and hearing are the two basic elements of speech and language. Together with their derivative forms of reading and writing, they provide the foundation for much of human behavior.

First, what is the magnitude of the problem of speech and hearing disabilities among us? A recent U. S. National Health Survey showed that 141 persons of every 1,000 have some impairment, including crippling conditions, disfigurement, and more minor physical impairments, such as the absence of fingers, toes, or flat feet. The far greatest number per 1,000 in any one disability group was that of hearing impairment with an incidence of 33 persons per 1,000 in the population. Speech defects were found to be present in 6.5 persons per 1,000. Therefore, together the incidence of hearing and speech disabilities in the population, covering all ages, makes up almost one-third of all the disabilities.

While the above figures were inclusive of adults, we shall confine our discussion this evening to these problems as they occur in children. Always, in speech and hearing problems we are concerned with a breakdown in communication which is a two-way process. Since language is learned through imitation, the receptive aspects of communication cannot be ignored in dealing with any of the speech or hearing disorders. We must remember that the child learns to speak because and as he hears. A number of youngsters today suffer damage either prenatally, natively, or post-natally, which prevents them from learning to talk and they are therefore completely without oral language. There are four major conditions which result in the non-language child. The first of these is

deafness. The child with a hearing disability which may be only moderately severe in the infant will function as a child without hearing. He will not hear the conversational voice and therefore will not learn to talk without special instruction. We know today that this special instruction should be initiated in the preschool years from the age of 18 months to 30 months for the best results in acquiring oral speech and language.

A second condition resulting in the lack of language is mental retardation. This disability also is on a continuum. The child with severe mental retardation does not learn to talk because he cannot make the proper cortical associations at the symbolic level. He hears but does not have the integrative capacity in the central nervous system to learn language.

The third condition is emotional disturbance. I think that we will find that emotional disturbance must be quite severe to prevent a child from learning to talk. In other words, children do learn to talk even though they have many emotional problems unless they have a severe organic difficulty such as those just described. There are some children, however, whose main reason for lack of language seems to be a severe pre-psychotic state.

The fourth type of condition is childhood aphasia, or simply a language disturbance or a disturbance in symbolic functioning. These children, who have suffered some damage or anomaly in the language area of the cortex, cannot make the proper associations in acquiring symbolic behavior.

Each of the above conditions, of course, when existing in milder form may cause defective speech and inadequate comprehension of language but not complete lack. One finds in the regular classes in the public schools children who hear, but hear distortedly. There is the hard of hearing child who hears well at close range, but cannot hear at a distance. To him speech is so faint that he is unable to give the attention necessary to learn new vocabu-

lary and new concepts that are being presented. He is unable to strain constantly to hear. We find also many children have fluctuating hearing. They may hear quite well at one time, but a month later after a middle ear condition has set in, they may be quite hard of hearing. Such fluctuation in hearing can cause many emotional and behavioral problems. Then there is the child with high frequency loss, who may not hear the beginnings and endings of words so that he gets a very distorted speech pattern, hearing mainly the vowels which carry the energy of speech. Other hearing difficulties are found in the problems of discrimination of speech. We must always remember that hearing is composed of two facets, the faintness level at which one can just hear, which is threshold, and second, discriminative capacity, or the ability to understand and sort out from background noise and to distinguish between the fine differences in speech sounds. Here again, there are large individual differences and a child may hear fairly well, but have a serious discrimination handicap. In adults, we frequently see persons who have such severe discrimination problems that even though they hear sound, they cannot distinguish between even such gross differences as speech compared to music. Any of these problems which affect hearing and the reception of language, therefore, may result in educational problems. The attention span is short in children who do not hear well. They are apt to become behavior problems in the classroom. They desire approval and often pretend to understand when they do not understand. Their difficulty in hearing causes marked reduction in vocabulary acquisition and consequently in all the language skills, affecting directly their school progress.

Next, we may consider the speech problems or those communicative disorders which are expressive in nature. Perhaps three-fourths of all speech problems in children will fall in the category of articulation problems—children who do not talk plain. Substitutions, additions, distortions, and omissions of sounds are present in their speech, in various degrees, and when

severe may cause almost complete unintelligibility to the listener. Many of these youngsters can be helped through specialists in speech correction in the schools, or through clinics which are available in many of our cities today. These youngsters can generally improve, particularly if they do not have a receptive problem. Cleft palate and cerebral palsy are severe organic speech problems which require the help from a number of different specialists including medical, psychologic, and educational, as well as the clinical speech and hearing field. Here, depending on the severity of the problem and how much can be done to habilitate the child medically, normal or near-normal speech may be anticipated, but one finds that a breakdown in communication occurs because listeners do not like to talk to people with such defective speech. Studies with each of these conditions have shown that communication tends to be more meager. When we are talking to such a person, we may pretend to understand when we do not, and may avoid the communicative situation. These children, then, do not get the practice in conversing as the normal speaking child does, and therefore, tend to have even poorer speech and language than they would otherwise have. The child who stutters is also apt to suffer from the same lack of communication opportunities.

In summary, speech and hearing problems constitute a major disability group in our population, occurring in all age groups. These problems must have the attention of educators, but they are not solely problems of educators as they must also have the combined attention of vocational counselors, social workers, audiologists, speech pathologists, psychologists and medical specialists. Insofar as advice to the teacher on handling of such children in the classroom, it is perhaps best to say that one treats such children as any good teacher treats any child—in other words, stress on the worth and dignity of the individual; accept him as he is with his poor speech and make him feel that you want him to talk even though he does not talk well; and that his ideas are important.

PANEL DISCUSSION — MULTIPLE HANDICAPPED CHILDREN MENTAL RETARDATION

DR. LEONARD J. LUCITO, *Assistant Professor*
Education for Exceptional Children
George Peabody College for Teachers
Nashville, Tennessee

In the time that has been allotted to me this evening I would like to identify some problems of educating the mentally retarded child, and indicate some of the attempts that have been made to solve these problems.

Only having ten minutes to discuss the topic, reminds me of a response I received from a student this past winter in the methods course for mental retardation. He had been assigned the task of writing in one or two pages the major problems of educating the mentally retarded and stating the principals for handling these problems. When the student turned in his assignment there was only one sentence at the top of the page. He wrote: "The number of problems is staggering, the prognosis is lousy, and the principle is plain hard work." In the future, I think I will be more empathic toward the students when giving such assignments.

In working with the mentally retarded it becomes apparent that the attention span of these children is very short. If the material can be brought down to the level of the mentally retarded, there is a noticeable increase in the length of attention span. In your own experience, you probably remember times when it was easy to be distracted from a chore if it became too difficult for you. Even though reducing the level of material to an appropriate one may tend to increase attention span, the fact of mental retardation would lead us to expect some difficulty in this area. A technique generally used in the mentally retarded classes is to change from one task to another more often than would be the procedure for children with average intelligence. Thus, the amount of material presented in any one lesson is reduced and the time shortened.

Another deficit of the mentally retarded is their inability to comprehend the world about them. There are many indications of the insensitivity of the mentally retarded toward their environment. Consequently, the teacher must emphasize dif-

ferences and similarities in the different parts of the environment. In academic work, such techniques as color cues, simplifying diagrams, and calling verbal attention to stimuli are helpful. A lack of sensitivity also shows up in what seems to be a lack of interest in the world about them. This seeming lack of interest is probably more due to an inability to understand and see the significance of the environment rather than a dislike for particular activities. The usual technique of starting with the child's interest, no matter at how low a level, and broadening this interest to other areas is one on which we depend. This means that much of the work, at least at first, must be at a simple, concrete level rather than in an abstract form. In fact, the procedures during the first few years of the mentally retarded's school experience is probably very close and comparable to the kindergarten program.

Almost by definition, mental retardation means the inability to learn at the same rate as the average student. This implies that a large number of repetitions are required. In order to give the required number of repetitions and avoid boredom, it is necessary to repeat the same material in many different ways. This requirement taxes the ingenuity of the teacher. To illustrate: Gates estimates that a child with an IQ between 60 and 69 requires 55 repetitions of a word in addition to incidental reading in order for it to become a sight word.

Another deficiency very closely allied to the inability to learn at the same rate as the average is the difficulty to transfer something learned in one situation to a new situation. The usual approach with the mentally retarded is to give the child experiences with the same material in many different situations. Sometimes only a verbal reminder is necessary to transfer from one situation to another. I remember a student who was quite startled that the simple addition he had learned in the

academic program of the mentally retarded room was helpful in finding the total score at the end of a baseball game. The development of the attitude that things learned in one situation can be used in another situation requires considerable amount of work with these children.

The discrepancy between interest or aspirational level and intellectual ability to perform can develop into a major problem with these children. The interest level tends to be closer to their CA than their intellectual ability. For example, many teachers of the mentally retarded tear the covers off books and take out the pictures because of the possible identification of the books as those appropriate for younger children. The mentally retarded do not like to think of themselves as children even though their ability, say in the area of reading, is that of the primary grades and their CA is at the high school level.

I was told when asked to be on this panel that I was not expected to relate the mentally retarded to the blind. However, one of the methods used with the blind seems to offer some promise with the men-

tally retarded and might be mentioned here. I am referring to the use of the talking book with the blind. In looking at the test performance of mentally retarded children, it is usually noted that they do not show very much stored information which they bring to the test. It is possible that this may be remediated by offering educational talking books series to these children since they do have difficulty in reading. Thus, information can be transferred to the mentally retarded even though their deficiency in the ability to read may interfere with using the usual techniques.

Probably the greatest deficiency of the mentally retarded is the inability to retain material. In fact, there was a recent conference on learning studies in the area of mental retardation and one of the experts there labeled the retention properties of the retarded as analogous to a leaky bucket. You put things in, but they do not stay.

I see my time is up and this is as good a place as any to stop. Thank you.

PANEL DISCUSSION — MULTIPLE HANDICAPPED CHILDREN EMOTIONAL ILLNESS IN CHILDREN

H. JAMES CRECRAFT, *M.D.*
Nashville, Tennessee

Awareness of and concern about the emotional illness of children is of recent origin. Only since the second and third decades of this century has much attention been devoted to this problem. Before that time emotionally ill children were classified and treated as if they all fell into one of two categories—"bad" children or feeble-minded.

It is still very difficult to determine the incidence of emotional illness in children. Too few scientific surveys have been conducted to determine this incidence. In addition there still exists considerable confusion over diagnostic criteria. Diagnoses are often missed or not reported.

Be that as it may, the studies which have been done indicate that ten to fifteen per cent of the children currently attending public schools are so severely disturbed emotionally that they need therapy from competent Mental Health personnel.

While much remains to be learned about the etiology of emotional illness in children it is now apparent that most such illnesses arise from an interaction between all or part of the following factors:

- (1) Constitutional factors such as level of intelligence and degree of emotional reactivity.
- (2) Physical factors such as the presence of defects, body build and size.
- (3) Psychological factors.
- (4) Social factors such as social class, position in the family, etc.

The manifestations of emotional illness in children are varied, labile, and apt to be more disturbing to others than to the child. These manifestations include the following:

- (1) Habit disturbances such as nail biting, masturbation, enuresis, soiling, etc.
- (2) Learning difficulties.

- (3) Neurotic traits such as tics, conversion reactions, phobias, etc.
- (4) Conduct disturbances.
- (5) Somatic symptoms not based upon physical pathology.
- (6) Disturbances of perception.
- (7) Thinking disturbances.
- (8) Disturbances of motor activity.

Contrary to popular opinion children suffer from the whole gamut of emotional illness. Such disturbances vary from relatively simple behavior disturbances to psychoses. Schizophrenic reactions in children are far from rare and are now recognized as a major health problem.

The treatment of emotional illness in children consists of:

- (1) Environmental manipulations.
- (2) Use of medication such as sedatives, tranquilizers, stimulants and antidepressants.
- (3) Counseling with parents.
- (4) Psychotherapy in a variety of forms.
- (5) Hospitalization in residential treatment centers for children.

The biggest current problem in the treatment of emotional disturbances in children is the scarcity of qualified trained personnel and facilities for in-patient care. This must be solved before emotionally ill children can receive the services they need.

VISION REHABILITATION

GERARD J. DE ANGELIS
Coordinator of Vision Rehabilitation
Industrial Home for the Blind
Brooklyn, New York

Mr. Woolly wisely stressed when he invited me to come to speak with you that I devote a good part of my time to demonstration and discussion, rather than talking for the full hour which was designated to me. It is true that our audience might soon be asleep if I spoke only of geometric and physiological optics for the full time allotted to me. In fact, I could not fill an hour with the knowledge I have on that subject. What I plan to do is discuss briefly the design and purpose of our program at the Industrial Home for the Blind and to share with you our experiences with this service since its inception in 1953.

Initially, the I.H.B. program was titled, "OPTICAL AIDS", but we soon discovered that the Optical Aids were only one part of the program which we were offering. On January 1, 1958, we re-named the program, "VISION REHABILITATION". This title we felt conveyed a more adequate picture of the many aspects of which this program consists.

The I.H.B. program was initiated when we began to realize that these special devices called Optical Aids definitely offered some very positive advantages to the partially-sighted person. One of the chief drawbacks which we experienced in our first tentative steps before the program

was initiated, was that we found the adaptation to the use of the special aids by the individual was often poor and that the particular aid was poorly designed for the specific task for which it was prescribed. In order to come to grips with these problems, we established our own program on our premises under the supervision of our staff. Previously, the individual had been sent to the practitioner's office and after lengthy examinations and explanations, the patient had returned with an elaborate device which he was unable to use. On returning to the refractionist who had prescribed this device, we found that he was often too busy to spend the time necessary to instruct his patient about the limitations and advantages of the lens. The patient was then left to cope with the situation as well as he could by himself. A child of 12, for instance, would go to the practitioner's office and receive a pair of reading glasses. Perhaps the child had been completely illiterate in terms of ink-print. With a device he was able to see the print, but who was going to teach him to read? In the first place, he must read with the book 2 inches from his nose. Who among us 10 years ago would have believed that this would not hurt his eyes or cause irreparable damage? After a few attempts with these new spectacles,

they would go into a dresser drawer, never to come out again. This initial failure probably did cause considerable damage, for the child never tried to read again. Besides, it was easier to use a Talking Book Machine and have the family read to him, and of course, there was always the final note when the child said, "It hurts my eyes when I try to use them."

The I.H.B. Vision Rehabilitation Program was designed to enable the patient to proceed at a pace conducive to his maximum performance. The refractionist must be content initially to accept the most meager technical findings. Even though it is time-consuming, the examination procedure is structured as little as possible in order to allow the greatest flexibility.

Sometimes, a discussion of the case history takes most of the hour designated for the patient. Several examinations may be required before the aids which satisfy both the patient and the doctor are decided upon, in order to take fullest advantage of the remaining vision. In this way, chances of failure are considerably reduced. Often with very young children, we ask that they be instructed on printed numbers or letters, or even a series of illiterate symbols which we use. We use a square, a triangle, a circle and a plus sign. These symbols very often represent something more meaningful to a child than an abstract idea such as a letter of the alphabet. The child may call the square a box, window or door; a triangle he may call a tent, and the circle, a ball, etc. We have large charts with these figures specifically designed for low-vision persons. In this way, we are able to obtain a subjective visual acuity. No matter how inaccurate this may be, it does serve to supplement the objective findings of the doctor which he has obtained with his instruments.

Whenever possible, certain devices are loaned to the children to try on a temporary basis, in their own environment, where hopefully, there will be less tension than in the examination room. In this way, the children can attempt to adapt to the new device or even reject it without having the parents or agency undergo the expense of it before it has proved its true worth. This experience often leads to suggestions by the patient as to how further improvements can be gained. On the other hand, certain limitations of the lenses become evident. During this trial period the parents, social workers, teachers, and

(with older children) vocational counselors, will have the opportunity of helping the patient evaluate the use to which he may put the device. These various people who are interested in assisting the client, will often make additional suggestions to the doctor who prescribed the lenses, and as a result, the patient benefits from this kind of team work.

Various attempts at analyzing the service which we are rendering have been undertaken. Most notable was the "I.H.B. Optical Aids Service Survey" of the first 500 clients who were served. Results here, and in other places, were related largely in terms of statistical analysis of the numbers of patients served, kind of pathology most amenable to this kind of service, the degree of deterioration and type of condition which appears most likely to be helped with special lenses, etc. In attempting to convey to others the techniques used, we have found that the kind of information indicated by this type of data was illuminating, but the methods by which the results were achieved, have never been fully understood by others. We have been reasonably successful in demonstrating to the many visitors to our centers the kind of services which we offer, but have failed in other instances in pointing out what we consider the proper method in approaching the client and dealing with his visual problems. We have tried to impress upon others the fact that it is a time-consuming process, but have not spelled out exactly how the time should be consumed to the best possible advantage. We have pointed out that patient-staff rapport, or doctor-patient relationships are important but we have not succeeded in impressing upon others the kinds of relationships which we find most conducive to getting the best results.

One attempt which seemed successful in demonstrating the nature of these relationships, was the now commonly-known method of role-playing in which I played the part of the patient, and Dr. George Hellinger, the Optometrist, played his role and dealt with my spontaneous responses during a simulated examination. At that time, we felt that staff social workers, whom we were attempting to instruct, more fully understood the interaction that was taking place during these examinations. This method was in many ways more advantageous than actual observations of clinic patients; for, in our play-acting, a running discussion could take place con-

cerning the patient (myself) without the patient feeling he was a guinea pig. Discussion and interruption during an actual examination would certainly be detrimental to the doctor-patient relationship. We thought that a similar type of role-playing here would better demonstrate some of the points which we would like to convey.

Miss Elizabeth Maloney, my colleague from the I.H.B. who is the Educational and Social Service Director of our Agency, has graciously consented to be my guinea pig and in the absence of the doctor, I will play his role.

Before we begin the demonstration of the doctor-patient examination, I would like to point out some of the basic types of lenses which we use. Aside from ordinary lenses, which the average person on the street wears, the few types which are most commonly used are the microscopic lens and the telescopic lens. The telescopic lens is designed primarily for viewing distant objects. It is based on the Galilean principle of the telescope which was designed in the 1500's. The optics of present telescopes have been vastly improved; the size of the lens system has been reduced so that it can now be placed in a spectacle and worn on the nose. There are advantages and disadvantages in using this type of lens. Although improving acuity for distance, it does narrow the field considerably, and the field must be sacrificed in order to gain the clearer, sharper, image, which appears much closer. Telescopes are being used to good advantage for such things as viewing the blackboard or for television. The other type of lens is the microscopic, which is composed of several lenses and as the name implies, is used for viewing objects at the near point. Sometimes, the reading material must be held at the end of the nose. However, many people have learned to function quite well using this kind of device. Here again, there are some limitations; the most important of which is the fact that as the lens gets stronger, the field of view becomes smaller. With the most powerful microscopic lenses the field of view encompasses only a letter of one word, whereas the normally-sighted person can view half a line at a glance.

The third type of lens which has been more useful of late, is the contact lens. This is placed directly on the cornea and can be helpful in certain instances where ordinary spectacles will not do the job. In

certain instances, the contact lens in conjunction with a spectacle, can provide a telescopic arrangement. Without going too deeply into this, I would like to point out that the doctor and counselor must carefully select the patient for this kind of device, not only on the basis of eye pathology, but on the basis of emotional stability of the patient. The adjustment problems here are compounded because of the very nature of the lens. With all of these devices, I must again mention the need for careful training and ample follow-up procedures.

SUMMARY:

By way of summary, let me review some basic concepts which we should try to keep in mind.

1. This type of service must be a joint effort of many disciplines and the needs of each individual must be considered carefully and explored fully.
2. Subnormal vision refraction is a specialty in itself. There is no magic in the aids themselves, but only through proper examining, prescribing, fitting and training with these devices will the patient benefit. The examiner, whether he be Optometrist or Ophthalmologist, must be thoroughly familiar with a wide variety of aids that are available and must have considerable experience with sub-normal vision patients in order to do a proper job.
3. One of the chief stumbling blocks in successful Vision Rehabilitation is the fear that using the eyes will further impair remaining vision. This fear is greatly exaggerated in most cases, and clarification should be sought from a competent source regarding this point. Keep in mind that proper use of the eyes can greatly enhance visual efficiency. Look for the underlying emotional need which is often the basis for these fears.
4. Optical Aids do not take the place of medical and surgical care. These means should be explored to the fullest before Optical Aids should be tried.
5. Each year, Low Vision centers are being established throughout various states. Try to take fullest advantage of those in your own community—it is well-worth the effort!

AN OVERVIEW OF THE EDUCATIONAL RESEARCH PROGRAM AT THE AMERICAN PRINTING HOUSE FOR THE BLIND

DR. CARSON Y. NOLAN, *Director of Educational Research*
American Printing House for the Blind
Louisville, Kentucky

It is a privilege to have an opportunity to appear before this group to report on the program of our Department of Educational Research at the American Printing House. In a very real sense, the research program is not ours, but yours and ours, since so many of you present tonight have participated in one capacity or another. It is not my purpose to give you a detailed study by study account of our past activity. Much of this information is already available in print and the remainder will be available soon. I do wish, however, to give you an overview of our program — primarily to give our perception of it, in its present form and in the future.

Paradoxically, in the Department of Educational Research, we do not study education. What we do study is the behavior of blind children; behavior that is relevant to education. Our objects are to describe this behavior and also to predict it. The research program as presently conceived has great breadth along two dimensions. We are free to study any topic related to the education of blind children and the purpose of our research can range from attempts to solve very immediate practical problems to the study of factors basic to understanding behavior. Perhaps the following four concrete examples will serve to illustrate this breadth of program for you. These examples are drawn from studies which are current or proposed for the immediate future.

The first example is one of applied research which has direct bearing on our production at the Printing House. As many of you know, we are currently involved in the development of a new Braillewriter. This development has now reached the prototype stage and several questions about the operating characteristics of the writer have arisen. One of these is: Can small children readily learn to insert paper in the writer? To answer this question a number of first and second graders were systematically introduced to the writer using minimal instruction. It was found that 95% of them could learn to insert paper in three or fewer attempts.

This appeared to be a satisfactory answer to the question.

The next example is still of applied research, but concerns research on a topic more basic to understanding behavior than the previous example. Of course you know we make maps. An obstacle to improving Braille maps is the absence of sets of tactual symbols whose members are clearly different from one another. For maps, three classes of symbols are required; areal, linear and point. This spring an attempt was made to identify a number of symbols for areas which were tactually different from each other. The medium of Virkotype printing was used to reproduce the symbols which consisted of tactual patterns. Eighteen possible symbols were studied. Each symbol was paired with every other symbol and itself. These pairs were shown to 150 Braille readers who had to judge whether the members of each pair were alike or different. As a result, eight tactual symbols have been identified which are confused with one another less than 5% of the time.

The third example represents research conducted on a problem of educational significance but with little significance for Printing House production. This research is in one sense of applied nature, yet at the same time involves basic behavioral issues. Teaching Braille reading is a problem that is always with us. Of course, you know that this teaching is most efficient if the child has reached a certain level of maturation. We have one good predictor of this criterion which is mental age. But mental age scores do not reflect all the attributes necessary for success in learning to read Braille. One attribute that is conspicuous by its absence in these scores is tactual discrimination. This attribute of the reading process must also reach a certain stage of development before learning can occur. We have undertaken to develop a measure of this factor. This test requires children to discriminate between pairs of stimuli that vary in degree of difference in roughness. We have at present a test of high reliability and good face validity. that

appears to approach our goal. Our next task is to determine if we can predict ability to learn to read. This will be attempted in the fall.

Our last example will be one of basic behavioral research where no immediate or direct application of results appears possible. Our goal in this case is to accumulate data which will help us to understand better some of the perceptual processes in Braille reading. For skilled visual reading, it is known that recognition of familiar words is dependent upon less than the total pattern of stimulation. Instead of perceiving a word by the individual letters skilled readers recognize it on the basis of cues provided by word shape, initial and final letters, context and other factors. During the next four years, we plan to systematically investigate similar factors which may serve as cues in the reading of Braille by the whole word method.

What of the future? For one thing we plan to retain the breadth of our present program as is illustrated by these additional topics which will be studied this year: (1) The role of distance, direction, practice and retention in sound localization, (2) the comparative efficiency of comprehension for information received through reading Braille or listening at varying rates of auditory presentation, and (3) the abacus as an arithmetic teaching device.

It is planned to increase the size of our research effort. One way of doing this is to increase our resources through application for research grants from other agencies. This we have done. For next year, we have to this time received grants equal to our budget for this last year. In addition, we have submitted requests for additional grants of more than twice this figure.

We plan to increase our permanent staff. This spring we added to our staff an additional psychologist who holds the doctorate with training in both experimental and clinical psychology. Addition of one more person in the fall is currently under consideration. As a result of a cooperative arrangement with the Psychology Department of the University of Louisville, both faculty and graduate students will undertake research on problems outlined by the Printing House during the coming year. Our staff will be increased by 1½ persons from this source.

I hope I have been able to give you a comprehensive picture of our research effort. Effective research on human behavior is seldom an individual effort, but almost always the result of group planning and execution. We have been very ably assisted in the past by our associates at the Printing House and our colleagues in the teaching profession. We would like to express our appreciation to all these individuals.

SOME ASPECTS OF MOBILITY INSTRUCTION FOR BLIND CHILDREN

JEANNE R. KENMORE

Department of Educational Psychology
University of Minnesota

Concerning orientation and mobility, all of us here this evening have some information resulting from experience, a few strong convictions, a sprinkling of prejudices, a desire for opportunities to pool our knowledge that we might better serve blind children, and a need of more and better research on efficient and practical methods of helping blind individuals gain greater physical freedom.

The term "orientation" and "mobility" have occasionally been used interchangeably in our professional literature thus adding a somewhat confusing note. However, the usual definition, and the one I shall use tonight, considers "orientation" a cog-

nitive skill which enables the individual to know mentally where he is in relation to both immediate and distant environment; and "mobility" a physical skill which enables the individual to move about within a given surrounding. Any of us could describe specific blind children who use one or the other of these skills, not necessarily both.

Differences in Children

Paul is a totally blind pre-adolescent of 12. It has been said of him that he could get lost in a telephone booth despite the facts that he is a gifted child and that he can give excellent verbal descriptions of

where he is, where he is going, and how he will get there. He does not have good mobility for he cannot translate his verbal descriptions into meaningful physical movement. Is this boy really oriented if he cannot actively follow his own verbal directions? I think not. Yet, many such children have been able to fool others, and more tragically, themselves, that they really **know** how to get from one place to another just because they can use words in a logical order.

On the other hand, happy-go-lucky Suzanne is highly mobile. She seems never to bump into anything, moves with apparent ease at a good speed wherever she wants to go. She also is a very bright 12 year old, but she can not tell you in words what clues she uses, how she knows certain locations, or what mistakes she has made when she gets lost. Suzanne is mobile, but is she oriented within her environment?

Will either of these children be able to progress sufficiently toward independence so that as young adults and as mature persons they can travel in unfamiliar as well as familiar places with efficiency? Will either be able to get to the job he will want on time each morning and in any kind of weather?

A third child is Bob, age 13, also bright. He has had cane instruction for one year and a half because he demonstrated his readiness and need for this aid at age 11. He can go independently about a city of 400,000 using local buses; meeting his friends at designated addresses, getting books at the library, shopping for specific items, exploring areas of personal interest. He is able to walk along an unfamiliar street and judge fairly accurately the location of nearby trees or signposts he passes, to estimate distances to some of the buildings, to use offered help from sighted people when he needs it or to refuse it easily when he does not. He is currently working with his mobility instructor on techniques of using escalators, elevators, and revolving doors.

How can we account for the difference in these three children? All have had some instruction. Many factors are involved, of course.

Some of the literature on mobility stresses the factor of intelligence as a determinant in a child's potential skill in mobility. One view point is that high intelligence is necessary. Another is that high intelligence is a detriment. Research

has not yet shown us the relationship of intelligence or of several other factors to physical freedom.

Where are we to begin our thinking about the challenging topic of orientation and mobility? Let's begin with ourselves.

Reading About Orientation and Mobility

How much have we read on the subject? There are fascinating autobiographies of blind persons which have a great deal to say to us. For example, Andre Mauvois, an eye specialist in 19th century France, wrote of his experiences on becoming blind in his 50's. His descriptions of his mobility needs, attempts, failures, and successes might give a research person ideas for pilot studies. Ingeberg Dahl wrote insightfully of her efforts to interpret partial visual clues. Hector Chevigny described his feelings about the working relationship between himself and his dog guide.

One of the main points we can glean from autobiographies is the importance of the attitudes of the professional persons who serve the blind individual. What is your attitude toward the area of mobility? What is mine? What do we really believe is possible and practical for blind persons to achieve with regard to mobility? What we believe will determine what we permit, teach, and encourage blind children to learn.

Another area for reading might be the reports of the research which has been done. Many of these reports will be more opinion than research, but we need to know what has been tried, what has been thought.

For example, in 1890 the psychologist, William James, where in his book, **Principles of Psychology**, something of his explorations into the field of obstacle perception by blind persons. After talking to certain blind individuals who gave him vivid descriptions of how their skin "prickled" when they came near objects, and after performing a few experiments with blind persons, he concluded that obstacle perception came from tympanic pressure on the ear drums.

The nebulous term "facial vision" has intrigued many persons interested in research. Pierry Villey performed experiments with French veterans blinded in the First World War. He concluded that "facial vision" was really auditory cues of a liminal or near liminal magnitude. Eighty per cent of the French war blinded demon-

strated obstacle sense, most of the men claiming they had had obstacle sense before as sighted individuals and that their need of it as blind persons made them develop it further.

In his 1930 studies Dolanski tried to determine when and if blind persons had obstacle perception laterally, that is, on the side; or frontally. He placed stiff paper in front of the ears, parallel with the side of the head, thus leaving the person an anterior auditory field and a lateral posterior field. Then he moved objects silently toward the subjects. The detection of objects by the individuals was the same as usual on the sides, but there was no detection in front. Next Dolanski had his subjects stuff their ears with cotton. There was then no detection, front or side. Third, he placed a cardboard mask over the face. Detection was then normal for that person on both sides and in front.

Dolanski's results have been interpreted as favoring the auditory explanation of obstacle sense. Dahl suggests a better explanation might be that non-auditory, but aural, cues provide the basis for so-called "facial vision" or obstacle sense.

Hayes compared the obstacle sense of sighted and blind subjects in 1935. In 1944 Supa, Cotzin, and Dallenbach used two blind subjects and two sighted subjects, varying Dolanski's method by moving the subjects toward the objects. Partially blind and partially deaf subjects were tested by Worchel and Dallenbach in 1947.

Two obvious limitations of all these studies on obstacle sense are that the experiments were performed indoors in a highly limited environment, and that the number of subjects was exceedingly small.

The amount of research on orientation and mobility is not great. Much of it could be read on a rainy Saturday afternoon.

Becoming Better Observers

In addition to reading about mobility, we might learn to become better observers of the when and how individual blind children function better. The medical record on Tim stated that the boy was totally blind, had no light perception. An observant teacher noticed that Tim was especially skillful in locating the door of his second grade classroom. It looked to her as though Tim were counting the lights in the hall ceiling and turning sharply at the fourth light from the main entrance.

"How many lights are there between the entrance and this door, Tim?" she asked one day. "Four, of course," Tim re-

plied. He had been told he was totally blind, and having no means of comparison, he believed it. Yet he was actually able to see light and had been using it for orientation. Tim and his teacher could both benefit from the knowledge that Tim had light perception under certain conditions. Tim could continue to experiment with light as another orientation clue, and his teacher could use her new knowledge to help him become aware of uses and meanings of light clues, as well as of other types of clues.

Working Together

A third challenge for all of us is to work together with consistent plans for the extension of mobility skills throughout each school. Would these things be true of your school?

Teacher A insists that children walk in pairs, a blind child with one having partial sight.

Teacher B permits free choice when her class goes through the halls. Children may link arms or not as they wish.

Teacher C is a great believer in good posture so she has "posture drills" three times a day.

Teacher D nags the children. "Hold your head up. Swing your arms when you walk. Keep your hands still. Don't trail the wall."

Teacher E takes the children on exploration walks where they learn the relationship of the various parts of the school, the campus, the community.

Teacher F argues that all the mobility problems would be solved if a cane were given to every child regardless of grade. Yet, when her children go to the dining room, she leads a chain gang with every child connected to the next one.

We educators excuse ourselves by rationalizing that any one child having all these teachers in a row will get something from each and will develop mobility skills. Will he? If, as we often state, every teacher is a teacher of reading, is it not also true that every teacher is a teacher of mobility?

As the young blind person reaches the age when an additional aid is needed and appropriate, what aid small it be: a dog guide, or a cane? And who is the orientor who will serve him?

Dog Guides For Adolescents?

Seeing Eye, Inc. of Morristown, New Jersey states that probably 5% of the pop-

ulation of adult blind persons **could** use a dog guide, and about 2% **do**. Why is the percentage so small? Using a dog guide well means assuming the full care of the animal. The blind master feeds, curbs, combs the dog. He sees that the dog gets medical shots, has an adequate diet and proper exercise, gets enough praise and affection. He lets no other person gain part of the dog's loyalty. He knows the animal is a working friend, not a mere pet or a substitute fulfillment of emotional needs.

Have you met blind individuals who allow anyone to pet their dog guides, to feed them, to curb them, to baby-sit with them? Such persons do not understand how to live with a well trained dog guide and probably shouldn't have such a valuable animal. So, the maturity of the blind person is one consideration. Experiments with blind adolescents have demonstrated that one needs to be older than 16 to have gained enough maturity.

Another consideration is the type of life the blind master leads. He must be active enough that the dog can stay healthy. The master must be able to walk rapidly, at the dog's rate of speed. He must need the dog in order to carry on his daily activities.

A third point which is vital is that the master must have good orientation and mobility skills for he will direct the dog where to go. Should the dog be ill, the master should be able to function temporarily without him.

I need mention only briefly the fourth point; that the master should like dogs and enjoy living closely with one.

We will have few, if any, adolescents in school who will have dog guides. However, the need of the future dog owner to have good mobility will always be one of our concerns.

Use of Cane

A larger proportion of blind adults use a cane. It is my feeling that we have frequently let things **other** than the need of the blind individual color our efforts to teach or even to accept the use of a cane. Perhaps there should be some prickings of our national conscience over the time we have let slide by with little good research on the use of the cane while generations of blind persons have been telling us that physical independence ranked equal in importance with academic background when it came to getting and holding a respected place in a community.

Some of our concerns over cane instruction have centered about technical problems: the construction of the cane, the length and weight of it, or the style. However, most of our challenges have come as we have attempted to vary tools and teachings methods to meet individual needs.

The Age of the Child

In school settings the concept of individual difference is constantly with us. Just as we have learned to understand differences in rates of learning, in personality needs, in interests, or in motivation, and have varied our methods of teaching subject matter to coincide with these differences, so we can learn to be flexible and to adjust orientation and mobility instruction to suit needs of specific children.

The time at which a child is ready for reading depends not only upon his chronological age but also upon mental age, language development, interest, and several other factors. And the time at which a child is ready for cane instruction depends not only upon his chronological age but also upon his ability to locate, discriminate, and make use of sound, his interest in physical freedom, his body-knowledge of the world immediately around him, and many other factors. Because of our experiences as educators with large groups of children, we believe that reading instruction can profitably begin somewhere between 6 and 7 for most youngsters. At the present time, the majority opinion seems to be that blind children may be ready to learn to use the cane somewhere between 11 and 13.

Creative teachers know the kinds of experiences a blind child needs in order to learn about his environment. An 8 or 9 year old child probably just hasn't lived long enough to have had the necessary breadth of experience for intelligent use of a cane. His world of home and school is too small for him to need a cane. How often tools and materials become toys at that age! A cane is not a toy. It is a key to independence.

Type of Cane

The use to which it will be put is perhaps the most important factor in deciding which type of cane to select. Rather than list pros and cons of the several styles, may I ask some questions about how a particular person might use his cane or canes?

1. Will the cane be used merely as an identification of blindness so that

drivers will give right-of-way and that sighted pedestrians will offer help?

2. Will the cane be tucked away at the party or the theatre to be used only in case one's sighted companions are out of reach?
3. Will the cane be used in unfamiliar territory where the owner will need as much information as possible from his aid?
4. Will the cane be so much a part of the blind person's total functioning that he is at ease with it anywhere?
5. Will the cane enable its user to maintain the walking speed he wishes by giving the most possible information well in advance of the user's footsteps?

Certain styles of canes permit wider usage than others, and one blind person may own two or more styles to meet varying needs.

The cane selected for the use of a young person should be appropriate to his height and to the use he will make of it. Compromises in technique may be the result of a poor choice of cane, so the trained orientor rather than the inexperienced child should make the decision.

Use of a Sighted Guide

Even young blind children need to learn to use sighted guides. One six year old remarked, "I can't depend upon even my mother. She forgets I'm blind sometimes and then we both feel bad when she leads me into a bump."

While we have an obligation to provide opportunities for young children to develop physical freedom through independent functioning, we are equally obligated to show them how to remain alert when receiving needed help. A capable twelve year old startled her teacher by saying, "When anyone takes my hand, I quit paying attention." She pinpointed the tragedy of the partner system: that the dependent traveler seldom learns to "pay attention" and to direct his guide. A good orientor helps a blind person learn to use not only a cane, but sighted guides as well.

A Part of the School Program

Let us hope that the day will soon come when every blind child receives private mobility instruction as part of his school program. Group lessons as now offered in some schools have weaknesses inherent in the group piano lessons so popular twenty years ago. Intensive instruction ought to be available to each child in whatever type of school program he is enrolled

and should be regularly scheduled at several points in his school career.

At the present time there are some residential schools and some public school programs which do offer regular instruction in use of the cane to adolescents. A smaller number of schools and programs give attention to the developmental mobility skills of young blind children who are years from need for a cane. The number shrinks almost out of sight when we attempt to list places which recognize and try to serve the needs of children of any age who have what we call "useful travel vision".

Undoubtedly, our limitations in service in the vital area of orientation and mobility stem, not from lack of interest, but rather from lack of trained orientors and of training centers.

The Orientor

Who is the instructor who will serve as an orientor? What qualifications has he? At one particular school in our country the mobility instructor is an earnest young man whose "training" consisted of a two day period he spent observing another instructor who had had three days of "training". Surely the concept of an orientor suggests that more background than this is necessary.

One warmly debated issue today is whether the orientor should be sighted or blind. Again, I would like to ask questions.

1. Do we dare to treat lightly the physical safety of children under our care? Can a blind orientor anticipate a danger which may lie on the street ahead of the student, and can he discuss with him afterward dangers of which neither became aware?
2. If a large part of mobility instruction is observation of a student's functioning under many conditions, what can the blind orientor substitute for this observation?
3. Is there some law of nature which prevents a sighted orientor in extended training from learning to use more sharply the senses other than vision?
4. Since approximately 60% of legally blind children have some useful vision, will these children need help from the orientor in learning to interpret clues obtained visually?
5. Have blind persons had to learn mobility mainly from other blind persons because sighted educators have been so slow to recognize the place of mobility instruction in the regular school curriculum?

It is clearly evident that I believe the orientor must have normal vision. However, I also believe that a well-functioning blind adult may make an **invaluable** contribution to blind children by serving as a role model in the area of mobility.

Another debated issue is the background necessary for potential orientors. Many of the successful sighted ones have come from the field of physical education; others from a variety of fields. Future research may demonstrate the most desirable qualifications which an orientor might have. While the recruitment and selection of orientors is a national problem, our most pressing need would seem to be competent training centers.

Training for Orientors

Until recently there have been few, if any, training courses where the mobility needs of blind children were the prime concern. An instructor wishing to learn about the teaching of mobility studied techniques taught adults then used what he could with children, often with no adaptation. There has been recognition for some time that children's mobility needs are not always identical with adults' needs. AAIB, as a professional organization, has shown interest by sponsoring short exploratory sessions at different schools or in convention workshops. In 1956 an evening meeting of the Biennial Convention was devoted to discussion of foot travel and its possible place in a school program.

A giant step forward was taken in the summer of 1958 when the American Foundation for the Blind offered the first Workshop on Orientation and Mobility for Blind Children at the University of Denver. The staff of this three weeks workshop stated clearly that they were not making orientors of the students who enrolled but were offering an opportunity to them to study and learn about children. Staff and students learned together that summer. The Foundation held two additional workshops in the summers of 1959 and 1960 at San Francisco State College. Two of the vital questions which grew out of the workshops were: (a) what experiences in such a workshop are helpful to a teacher from a resource or itinerant public school program or from a residential school, (b) how extensive a period of training and what content would be valuable to an orientor? The allied but different functions of a teacher and an orientor provide a two-front attack upon the problem.

No one knows how long a course of training should be. Perhaps three weeks are not enough for classroom teachers. Perhaps, too much. Boston University in setting up its new program for orientors decided an 18 month period was necessary. Again we are caught in the mire of unsubstantiated guesswork because we have no research to give us direction for our planning.

It may soon be that teacher training programs will provide courses in mobility as well as in braille, methods, etc. for classroom teachers. The University of Minnesota, for example, hopes to make available a four weeks course in the summer of 1961. Specialized courses for orientors are still an unmet need.

Research Possibilities

There are enough unanswered questions about mobility for blind children to keep research centers busy for years. We need status studies, experimental studies, and longitudinal studies. Schools and programs across the country will play a vital part by cooperating and participating in this research.

No one needs to remind us of the importance of this area, but children themselves will often do so if we but listen and observe.

An eight year old girl who was learning some ways of moving by herself about her school provided her experienced orientor with enough motivation to last him through years of service and research. She had just reached her immediate goal, the drinking fountain, when she turned to the orientor, "I found it. I found it. I can hardly wait to tell my brother. Now I know that blind people are worth something."

Research may help us gain skill in serving other blind children who need to know.

Our Immediate Contributions

The children under our guidance this fall cannot wait for additional research to suggest procedures to their teachers and orientors. They will have immediate, urgent needs for independent functioning. What immediate help are we capable of offering?

1. In discussing the need for research on blind children we often forget how much is already known through studies done in the field of child development. We can gain insight into some problems or behavior of our students by recognizing which ones

may be problems or behavior of all children. For example, a kindergarten teacher of my acquaintance who had taught only blind children believed that blind kindergarteners must be broken of the "mannerism" holding hands at that age. She associated the wish of her young charges for physical closeness with the fact of blindness. How surprised she was one day to discover in a text on child development that seeing children at that age also seek close physical contact with each other as well as with members of their families. We might say that we can give immediate help to blind children this fall by making use of the knowledge that is available on all children.

2. We can listen to ourselves to determine whether we add to the problems of the children through our own thoughtless words. How does it affect a youngster's concept of himself as a blind person when he hears his teacher say,

"....and you wouldn't have guessed he was blind. He had me fooled."

"—but then, she's blind so you can't expect anything better."

"No matter how much 'they' stumble and fumble, I have 'them' put their own materials away."

"....because he's blind!"

Is it possible that we have carelessly compounded children's problems by stating too freely unproved generalizations about blindness?

3. We might encourage children to put into words the clues they use in travel. Language experts tell us we learn more permanently concepts we can put into words. As simple a pro-

cedure as asking Tim which route he plans to take to the gym or the office today may help his teacher ascertain Tim's awareness of possible clues around him as well as to help Tim think through his ways of doing things. Tim can learn more rapidly the concepts as well as the terms if he uses phrases such as: north wall, right angle, third air vent, swinging door, rough sidewalk, right shore line.

4. We can encourage children to experiment, to explore, to discuss their experiences, and to try the next step past today's most comfortable functioning. As educators we are well acquainted with the concept of readiness in relation to educational procedures. We believe that a child does not develop readiness for swimming lessons by sitting in the locker room; nor does he gain readiness for numerwork in a vacuum. Readiness for mobility skills develops through daily use of present skills, analysis of them, experimentation with additional ones.
5. We can learn to work together, to understand and appreciate each other's roles in helping children grow in mobility skills, to share our mistakes and successes with one another, and to face squarely the fact that our feelings about the potentialities of the children we serve add to or subtract from our effectiveness.

Even when research gives us a guiding hand, we cannot act as the twelve year old who quit paying attention when someone held her hand. Instead, we must remain continually alert, use the help wisely, but go on developing our own resources.

MINORITY GROUP WITHIN TWO MINORITY GROUPS

DR. LEON CHARNEY, *Educational Consultant*
National Association for Retarded Children
New York, New York

In his address to the 43rd Biennial Convention of the American Association of Instructors of the Blind in Columbus, Ohio in 1956, Dr. Salvatore DiMichael stressed the courage and sense of responsibility which were represented in the inclusion of a workshop on the mentally retarded blind as an integral part of that Convention. Noting the lack of applied and basic research in the area of the retarded blind, Dr. DiMichael pointed out that this lack, in addition to the inherently difficult problems presented by this "minority group within two minority groups" can and does give rise to the nihilistic attitude that since

we can discuss nothing with certainty, we could do nothing constructive. Certainly Dr. DiMichael's appearance at that time and our endeavors at this present meeting, indicates a rejection of this "do nothing" attitude and reveals that an attempt is being made to bring to bear the knowledge of two specialized areas to more adequately serve the children who are our mutual concern.

The National Association for Retarded Children, although specifically concerned with promoting the welfare of the mentally retarded, recognizes the strong ties of common interest and responsibility

which unite our organization with those concerned with the deaf, blind, physically handicapped and emotionally disturbed. Since "disabilities tend to occur in multiplicities", it is hardly surprising that many of the outstanding issues and problems in the field of special education and rehabilitation cut across areas of specific interest and require a total united effort for their solution.

It is indeed startling to discover that the most reliable estimates reveal that not more than one in four of exceptional children of all types are receiving the special education services which they require if we are to implement a philosophy which holds that the national welfare is served when such individuals can develop to their maximum. A wide variation is noted from state to state in the degree to which public school services are available to such children. Since we here are a vital part of the mainstream of special education, it behooves us to assess, on a national scale, progress in this area.

In 1955 the State of California Interim Committee on the Education and Rehabilitation of Handicapped Children and Adults estimated that only one-third of the handicapped children in that state were receiving any type of special education. In 1957 the Committee reported, "While we have made some gains in these areas, the increase in our population, particularly among children of school age, has tended to outrun the gains."

The Division of Special Education of the State of Iowa in 1956 estimated that there were 13,275 children with I.Q.'s under 69 in that state. At the time of that report, 4,901 children were in special classes for the retarded.

In 1959 the Missouri Coordinating Committee for the Handicapped estimated that there were approximately 72,000 physically or mentally handicapped children in that state. At the time of that report, 32,201 children were in special classes.

In 1958 the Maine Commission on Problems of the Mentally Retarded estimated that there were 6,800 retarded children between the ages of 5 and 16 in the state of Maine. Of this number, 400 were in special classes.

The Oregon Interim Committee on Mental Retardation and Emotional Disturbances estimated that in 1958 there were between 6 and 9,000 children in that state eligible for placement in special classes for

the mentally retarded. During the school year 1958-59, approximately 500 children were in such classes.

The report of the Illinois Commission of Mental Retardation in 1958 revealed that the schools were not providing for seventy-five per cent of the educable mentally retarded children in that state, and were not providing for ninety-three per cent of the trainable mentally retarded children.

In 1957 the Indiana Legislative Study Committee on Mental Retardation estimated that sixteen per cent of the children suspected of mental retardation were being served in special classes for the retarded.

In 1959 the Kentucky Department of Education reported that 7.4 per cent of the handicapped children in that state, (all types), were receiving some sort of special services.

It is against this background of spotty and incomplete progress in respect to provision of services to the exceptional child in general, that we assembled here must assess our endeavors and plan for the future.

Before proceeding to the logical step, that is, an assessment of the degree to which services are being provided for children who are both mentally retarded and blind, perhaps we had best pause and become Socratic—define our terms and review some fundamentals in our understanding of the mentally retarded.

Mental retardation is a condition of impaired functioning which, in childhood, is most conspicuous in the area of learning. Retarded children are unable to profit substantially from the usual course of instruction in school. Interest in special techniques for developing such potentialities as they may have (which, of course, vary considerably with degree of handicap) is about one hundred years old in this country, and was particularly marked during the first quarter of the twentieth century, during which time a number of public school systems established special classes for them.

Experience in these classes showed that among the retarded themselves, there existed such a wide range of disability that it was difficult to devise a curriculum which could meet the needs of all children so classified. It has been customary to group the retarded (including the mentally deficient) into three main groups. Among these the most severely handi-

capped, (idiots), who are almost totally dependent both as children and adults are fortunately the least numerous and seldom seek to attend school. Among those retarded who might benefit by some form of schooling, a distinction has come to be made educationally, between two groups:

1. Those who may be expected
 - a. to attain social and economic independence at a fringe level as adults, and
 - b. To make some progress in functional reading and arithmetic; and
2. Those who fail in one or both of these criteria.

Those who meet criterion (a) may be termed "marginally independent" in terms of potentialities, and those who fall short, as "semi-dependent." The former group is composed mostly of those whom psychologists have usually classified as "morons", whereas the latter would include most "imbeciles". Current educational terminology utilizes the term "educable" to describe children in group (1); and "trainable" to describe children in group (2).

Although the educational demarcation based on criterion (b) does not necessarily coincide perfectly with the psychological or social, they are interrelated and it becomes clear that a distinction must be made not only in terms of specific skills and subject areas which may be profitably taught, but also in terms of ultimate life goals.

Out of a total of thirty mental retardates, we might on the basis of evidence provided by a number of surveys, anticipate that twenty-five of the thirty would fall into the category of "educable"; four would fall into the "trainable" category, and one would fall into that category classified as the "totally dependent."

Educationally, both "trainable" and "educable" children require a different type of curriculum; one based upon preparation for future life rather than future education. The establishment of special classes for these children is necessary in order to facilitate the implementation of such a special curriculum.

In reference to the "educable" group, (of whom there are over 200,000 in special public school classes throughout the U. S.), Dr. Goldstein of the University of Illinois notes that behaviors and attitudes most frequently attributed to educable mentally handicapped children include self-

devaluation, poor memory, delayed language development and low tolerance for frustration. In the area of learning there is exhibited oversimplification of concepts, limited ability in generalization and limitation in incidental learning. Such children, generally in the 50-75 I.Q. range, may achieve academically from the third to sixth grade level. Most of these children exhibit no specific organic pathology, and as adults, are able to function in low level jobs and remain self-supporting. Educationally, the three specific objectives of (1) personal or emotional adjustment; (2) social adjustment; (3) economic adjustment, form the basis of the special class programs for these children. In the area of methodology, the following techniques have been highly successful:

1. Ability grouping for academics.
2. Short and varying work assignments.
3. Concrete presentation.
4. Establishment of short range goals for each child.
5. Meaningful drill.
6. The utilization of integrated units of work.

A survey of public school programs for "trainable level" retarded children reveals that such children are described as:

1. having a developmental rate one third to one half that of normal children.
2. ineligible for "educable" classes.
3. possessing a potential for learning self-care skills.
4. being able to learn to avoid common dangers.
5. possessing potential for social adjustment at home or in the neighborhood.
6. possessing potential for economic usefulness in the home or other sheltered environment.
7. requiring lifetime supervision.

The goals of education for these children are in the area of:

1. Self help.
2. Social adjustment.
3. Economic usefulness.

A recent survey of 520 such children enrolled in public school classes revealed that twenty-seven per cent of the group were classified as "mongoloid" by their teachers; eighteen per cent of the group were classified as "brain injured"; eight

per cent as "cerebral palsy" and three per cent as "epileptic". The teachers noted some of the outstanding characteristics of the children as follows:

not attractive	speech difficulty
easily distracted	poor coordination
short attention	lack abstract
span	thinking
hyperactive	attention demanding

A curriculum for the "trainable level" child based upon the goals indicated above, would include instruction in courtesy, learning to wait one's turn, care of clothing, table manners, preparation and serving of food, etc.

Instruction within the framework of such a curriculum must be:

1. simple and concrete
2. flexible enough to include such activities as learning to wash hands or walk down stairs. At the same time it includes, activities utilized with any 5 or 6 year old. As Margaret Hudson indicates, it must be "both remedial and developmental."
3. Instruction must stress living in a social world.

In view of our earlier discussion of the status of special education in the United States, it is hardly surprising to discover vast unmet needs in reference to the education of the mentally retarded blind. The most reliable estimates give a figure of 4,000 blind retarded children between the ages of 5 and 17 in the United States. This would be between ten to fourteen per cent of the blind population. But, the most reliable estimates are unreliable. Permit me to share with you the results of a simple query to National Association for Retarded Children member units, undertaken by Miss Ida Axelrod, Administrative Assistant for NARC, concerning the degree to which they are aware of the need for services to the mentally retarded blind.

One hundred and fifty questionnaires have been returned by NARC units representing 37 states. Nineteen replies came directly from state units. Only 10 of these states estimated the number of their blind retarded residents. These estimates in most cases showed little relationship to the population of the state. For example, Virginia with a population over three million quoted a figure of about 200, whereas Louisiana with a population over two and one-half million indicated that there were 12 known cases. The same holds true

for cities and counties; the estimate for Lehigh County, Pennsylvania, with a population of over 198,000 was 67 blind retarded, but for San Francisco with a population of over 775,000 the estimate was only 10.

Forty-one units reported that there were no blind retarded persons in their communities. One hundred and thirteen replies indicated an awareness of the problem in varying degrees; fifty-one included a statement regarding the need for increased specialized facilities.

Some services referred to are as follows:

- a. State training schools for the mentally retarded (in 20 instances).
- b. Commission for the Blind or Institutions for the blind (34 references).
- c. Special education classes in public schools (15 references).
- d. The Royer - Greaves School, Pennsylvania — as a specific treatment center for the blind retarded.
- e. Department of Public Welfare
- f. Goodwill Industries
- g. Samuel Gompers Rehabilitation Center (Crippled Children's Society), Arizona
- h. Lion's Club
- i. Private Ophthalmologists

Three units indicated that there was some future planning around the problem.

- a. Plans considered for a special day care center.
- b. Planning for a diagnostic center.
- c. Expect to have a special class by 1961.

Problems as reflected in the responses: "There is no fear, it seems, pronouncing a diagnosis of blindness, but to diagnose a child as blind-retarded, no one will 'bell the cat'."

"Transportation is the big problem here. We also need programs for the three different levels."

"Mental retardation study clinics are standouts for their refusal to accept any responsibility for guidance or help of any kind for the blind retarded child. Invariably, the pronouncement is 'blindness is his major problem'."

"There is a need for specialized testing and testing personnel (psychologist—psychiatrist)."

It seems to me that the lack of relationship between the population of a given state and the reported estimated number of blind retarded, is indicative of the need for closer attention to this problem.

Mr. James F. Winschel, in a paper prepared for a course at the University of Pittsburgh, undertook to survey the facilities for the educational care of mentally retarded blind children in the United States. Utilizing a subjective approach through personal correspondence, Mr. Winschel has attempted to summarize activities on behalf of the mentally retarded blind within each state. While the results of such research can by no means be considered definitive, nevertheless we can utilize this material in an attempt to perceive the broad outlines of the problem on a nation-wide basis.

Briefly, Mr. Winschel reports that in Alabama, "Facilities for the mentally retarded blind are not reported to be available."

In Arizona, "Specific facilities to meet the needs of the mentally retarded blind were not reported."

In Louisiana, "Educable mentally retarded blind are admitted to Louisiana School for the Blind. No facilities were reported for the non-educable blind."

In Massachusetts, "A residential school for the mentally retarded blind is being carried on at the Fernald School for the Feeble-Minded. A few mentally retarded blind attend trainable classes in the regular public schools."

In Minnesota, "Mentally retarded blind children are receiving some help in the public schools. Statewide operational program probably five years away."

In Mississippi, "A state residential school for mentally retarded blind children is being considered."

In Nebraska, "No special program for mentally retarded blind children has been reported."

In Nevada, "At the present time there are no facilities for the training of multiply-handicapped blind children within the state of Nevada."

In spite of the subjectivity of these reports, it is, it seems to me, possible to draw some tentative conclusions:

1. The educational services needed by these children are not being met.
2. What initiative has been displayed, has largely come from residential schools.
3. It is likely that the blind mentally retarded will become a major responsibility of residential schools because of the small number of children and

the need for highly specialized personnel.

4. Whatever services do exist, are restricted to high educables.

In view of the shortage of trained psychologists experienced in this area, placement is largely on the basis of I.Q. scores; therefore, a word of caution in reference to classification by I.Q.

Komisar and MacDonnell in their report on "Gains in I.Q. for Students attending a School for the Blind", point out that since the learning process begins before school entrance age, the blind child often seems retarded in social, emotional and intellectual development. Retardation may reflect the blind child's reduced opportunities for play contacts, motor sensory development, growth of self-reliance and independence. The blind child, as a result of overprotection and general sheltering, is often limited in his exploration of the environment and is likely to passively accept dictated doctrines of behavior. Due to this limitation of experience, we find reduction in scores on the Binet and other standardized intelligence tests. The authors, Komisar and MacDonnell, believe this lowering in scores not to be indicative of limited native capacities, but rather of limited opportunities to learn and experience their surroundings. Such reductions are to be expected in initial I.Q. tests at schools for the blind. Their study was concerned with the effects on I.Q. scores of broadened experiences of the blind child.

Eighty-nine children at the Oak Hill school in Connecticut were given follow-up tests at least 12 months after the initial administration. For subjects who had at least one year, but not two years between tests, there was a mean gain of 5.6 I.Q. points; for those tested after at least four years of special schooling, there was a mean gain of 10.5 I.Q. points. For children who had special schooling for less than nine months, the gain was not found to be significant. It is interesting to note that the greatest gains were made by children who initially tested on the lower end of the scale.

Although those in the lowest I.Q. classification benefitted most from special training, those in higher classifications also showed significant gains. These gains seemed to positively correlate with the length of enriched experience at the school for the blind.

The authors conclude that blind students who test in the normal and above

average classifications may show signs of even higher levels of competence after environmental limitations have been overcome. Secondly, it has been found that portions of standardized I.Q. tests may, with caution, be used for blind children as well as sighted children. Lastly, the authors suspend judgment as to the intelligence levels of blind children until such time as (1) retests are given; (2) the enriched programs of the schools for the blind enable these children to adequately develop their previously latent capacities.

This study seems valid as far as it goes; however, it is felt that it would be more beneficial if the authors included some gathered statistics on the blind children who attended day schools with special classes. Also some data pertaining to the emotional factors of these blind children would be of special interest.

In view of all these factors, undue reliance upon initial I.Q. scores as criteria for placement, may mean that we are depriving large numbers of children of the opportunity to participate in existing programs for the "educable" mentally retarded blind. Such a "hardening of the categories" is a disease to be avoided.

In 1957 Tretakoff and Farrell reported on the development of a curriculum for the blind retarded at the Walter E. Fernald State School. A number of their findings are worthy of repetition here.

Of 160 cases admitted, five fell in the 70 to 85 I.Q. bracket; 29 fell between 50 and 69 I.Q.; 73 between 20 and 49 I.Q., and 53 between 0 and 19. Almost all admissions under the age of 10 showed some emotional disturbance. We may well pause to consider the effect of such disturbances upon performance on I.Q. tests. Tretakoff and Farrell speculate that blindness and retardation may serve to make sheltered workshop placement a major goal.

The curriculum developed at the Fernald State School emphasized individualized instruction in such areas as play therapy, sense training, music, recreation, vocational training and occupational therapy. The academics were very definitely de-emphasized. Tretakoff and Farrell concluded as follows:

1. Classification of the blind-retarded according to present medical, psychological and educational knowledge is feasible. This is based upon present classifications of retarded children with sight.
2. The majority of people admitted into the program fall into the moderate and severe groups. However, a definite educational program can be developed for all groups.
3. Since only fifty per cent of our age group of 1-15 has retrolental fibroplasia, this program will continue indefinitely.
4. Many of the very young children are admitted with severe behavior problems (neurosis) which have to be treated before actual training can begin.
5. Since our program has a therapeutic approach, we feel that staff consultations play an important function in the adjustment and progress of the children.
6. While we feel that our curriculum has validity, we do not consider this to be the only approach to the problem.

This last statement is a challenge to each of us here to accept the responsibility to discover new truths concerning the education of the mentally retarded blind child. The rewards of this quest are those which come with the awareness that one has helped a fellow human being achieve that increased share of happiness that comes from functioning closer to potential. To all engaged in this quest, good luck, and good hunting.

REPORT OF AAIB - AAWB BRAILLE AUTHORITY

MR. BERNARD M. KREBS, *Chairman*
Librarian of Jewish Guild for the Blind
New York, New York

This report is presented as a summary review of the year's program, procedures, and progress of the AAIB-AAWB Braille Authority in carrying forward its prescribed duties of developing and establish-

ing accredited literary and technical braille codes. Particular attention is given to operational procedures, accomplished goals, current activities, and future plans, all of which are matters of general interest. The

more technical interpretations and decisions on specific points in the several codes are recorded in the minutes of the Braille Authority and only basic changes in the braille system will, at the proper time, be recommended for review by the Associations.

In making the transition from the former Joint Uniform Braille Committee to the new Braille Authority, considerable time and thought have been expended in an endeavor to formulate a realistic program of principles and procedures which would effectively attack the problems inherent in developing efficient literary and technical braille codes. It was fortuitous that the President of the Associations in their wisdom placed the weighty responsibility upon the shoulders of a three member Authority composed of individuals with demonstrated ability and with a keen desire to serve. The Authority is composed of: Mrs. Maxine Dorf, Co-Chairman, braille instructor and proof-reader of the Division for the Blind of the Library of Congress; Miss Marjorie S. Hooper, Secretary-Treasurer, Braille Editor of the American Printing House for the Blind, and co-author of a lesson manual on braille transcribing; and Mr. Bernard M. Krebs, Chairman, Librarian of The Jewish Guild for the Blind, Braille Instructor and author of a reference book on braille transcribing. Miss Hooper and Mr. Krebs were previously members of the Joint Uniform Braille Committee.

Although the members of the Authority are conversant with the fundamental principles and techniques of each of the technical codes, the assistance and counsel of specialists is being relied upon for specific detail and knowledge. To assure the best results in formulating and interpreting all codes, advisory committees of experts and technicians have been or are being established.

To assure the efficient functioning of the Authority, a plan of operational procedures has been submitted to and approved by the Presidents and the Boards of the two Associations. It includes a detailed outline of duties, responsibilities, financial requirements, and research proposals, an abridged version of which is presented herewith.

The Braille Authority is comprised of three members with equal responsibility and authority, who are appointed by the Presidents of the Associations. It selects

its own officers—a Chairman, a Co-Chairman, and a Secretary-Treasurer — who serve at the will of the Authority. An annual report, which has been approved by a majority vote of the Authority, is to be prepared by the Chairman and must be submitted to the Presidents of the AAIB and AAWB at least two weeks prior to the scheduled conventions. It is to include any recommendations for additions, alterations, or changes in codes.

The duty of the Braille Authority is to give interpretation, render opinions, and make recommendations pertaining to all provisions of literary and technical codes. All decisions and opinions require a majority vote of the Authority and are to be considered final. The Chairman is empowered to give answers to any question upon which a decision has already been rendered. All new problems require action by the entire membership of the Authority at one of its three official meetings which are scheduled each year during the months of November, March, and the third in connection with the conventions of either the AAIB or the AAWB.

The Braille Authority reserves for itself full responsibility for the literary code, but it is appointing advisory committees of experts from the field on the following subjects; Mathematical and Scientific Notations, Music Notation, and Braille Illustrations and Text Book Techniques.

These committees will map out the problems to be solved and make recommendations to the Authority as to the type of research, if any, which should be undertaken. Approved study projects are to be recommended to the Presidents as the basis for obtaining research grants. The Authority is to supervise the structuring and procedures of the research study, and, after the results are reviewed by the appropriate advisory committee, it will then make the final decision as to recommendations to the two Associations for adoption and/or decision.

The new literary braille code has been in wide spread use in the United States for almost a full year and its value has been amply demonstrated by the warm reception of publishers, transcribers, and readers alike. As a result of eight long years of careful investigation and analysis, a code was developed which has proven easier to learn and simpler to read through the introduction of a few changes in rules and a handful of added contractions. The

end beneficial result has been that the wealth of literature on library shelves was not made obsolete, since most braille readers are quite unaware of the changes except for the new set of contractions. It is regrettable to note that in England there has been a delay in converting to the provisions of the new code until a large backlog of braille primers in the Standard English Braille system is exhausted.

Although no basic changes are being considered at this time, the Authority is continuing to render service to the field by providing interpretations and clarifications on the new rules. These findings are being compiled in the form of an addendum and will be offered for publication in the October, 1960, issues of the *New Outlook for the Blind*, *The International Journal for the Education of the Blind*, *The Home Teacher Magazine*, and the *National Braille Club Bulletin*, which is a publication for volunteer transcribers. A full report on suggested revisions or additions is to be offered for consideration by the Associations after a waiting period of two years of practical application of the revised code, and, in the interim, the addendum of interpretations and clarifications is to be supplied as part of the ink print and braille editions of the official 1959 code.

Early this year, the last major point at question in the international music braille code was resolved by the agreement between responsible authorities in England and the United States that music be printed in bar over bar, the chords reading downward in the right hand. As a result of this accord, the Braille Authority authorized the publication and distribution of a new braille music chart, a new revised edition of the primer of braille music, and the transcribers Manual of Braille Music by H. V. Spanner. These basic and valuable music manuals should be made available to the field by the late Fall of this year.

An advisory committee of braille music experts is being appointed to give counsel on problems in the music code as it is put into use. It is to aid the Authority in the interpretation and clarification of the music code and in any proposals for research or improvement. It is anticipated that only one official meeting will be necessary each year and that all other consultations can readily be handled through correspondence.

It is essential that an approved set of standards and principles be developed to guide publishers and transcribers in producing embossed illustrations and in applying techniques in text books which will be most meaningful to the student. The Braille Authority, with the assistance of an advisory committee of teachers and specialists, is planning to examine all existing methods and techniques for the production of maps, diagrams, pictures, etc., in braille or in relief form, with a view to outlining the problems involved and to make recommendations for research in an endeavor to discover the most effective and practical principles to be employed. Since a large number of blind students attend public schools, it is desirable that the textbooks which they must use correspond in format to the ink print copy as closely as practicable. To accomplish this, the committee is to develop appropriate techniques for the reproduction of tabular material, spellers, sentence diagramming, diacritic markings, etc. To cope with these many and varied problems, it is deemed necessary for this advisory committee to hold three meetings per year.

The only major braille code which has not as yet attained international approval is that for mathematics and scientific notations. Among others, codes have been developed in Germany, England, Japan, and in the United States, which are somewhat similar in character, yet vary in approach in the presentation of symbols and text. The Nemeth Code, which was adopted by the AAIB and the AAWB in 1956, was basically only a proposal toward the development of a new mathematical code and was not the final draft of a completed, all-embracing braille system. Due to this misunderstanding, publishers and transcribers, who have attempted to put the code into use, have encountered many problems in interpretation and in presentation, the answers to which amount in bulk to nearly the size of the original code.

In an attempt to arrive at a sound, complete code for the related fields of science and mathematics, the Braille Authority is calling upon the services of teachers, transcribers, and blind mathematicians. This advisory committee, which is to meet three times each year, is to aid in the development of an American Braille Mathematical Code based upon the examination of existing codes and upon research. The result may very well become the basis for another international braille system.

In order to devise and develop the best possible systems for literary and technical braille codes, a full research program is under study. The Braille Authority is to confine its research activities primarily to the improvement of braille codes to assure their most effective use by blind people. As far as possible, the provisions of existing braille codes will be retained so that braille readers will be enabled to adjust to any changes with minimal difficulty. In addition to such research as may be recommended by advisory committees, further study is required to discover which contractions or dot combinations prove most difficult for the finger reader and hence should be avoided. It is also necessary to determine whether a limitation should be placed on the number of arbitrary symbols to be employed in technical codes to insure legibility and comprehension by the reader.

Although it is the responsibility of the Authority to initiate basic research necessary for the development of all tactual reading media, to designate areas for further study in the psychological and physiological aspects of finger reading, and to encourage the development of educational manuals and tools to simplify the teachings of braille codes, many of these areas of research are, and should continue to be, the responsibility of the research departments of the American Printing House for the Blind and the American Foundation for the Blind. On April 13, 1960, a meeting was held at the American Foundation for the Blind, of the Presidents and Executive heads of the AAIB and the AAWB, of representatives of the American Foundation for the Blind, and of the members of the Braille Authority, to review ways and means of financing the Authority's program and to define its area of responsibility. Agreement was reached upon the following questions:

1. Because of the requirement that any Federal grant for the purpose of research would have to be made to an incorporated body, and because the Braille Authority is the responsibility of the two Associations, it was agreed that the general operating expenses of the Authority should be paid by the AAIB and the AAWB. Pending

ratification by the Boards of the two Associations, their respective Presidents suggested a figure of \$1,000 apiece per year as a minimal operating budget, with the understanding that the members of the Authority would not be compensated for their services, and that no person should be denied membership on the Authority or its advisory committees because of inability to have travel and living expenses for meetings paid for by the agencies employing the members. Where a member has no agency affiliation, the two Associations should undertake to underwrite such expenses. (A proposed budget for the operational expenses of the Braille Authority, covering the two year period of 1960 and 1961, has been offered to the Presidents for consideration. Due to the limitation of funds, it is likely that only the advisory committees on mathematics and music will be activated at this time.)

2. For the sake of expediency and economy, the AAWB is to act as the joint agent for both Associations in receiving funds for research and in housing staff for research projects, which are to be completely under the supervision of the Authority itself.

3. The American Foundation for the Blind is being requested to obtain the money for a planning grant to be used for the purpose of conducting a meeting of competent and representative persons to assist the Authority in programming research needs. If approved, this meeting can be structured and called by November 1960.

4. The American Foundation for the Blind is willing to receive an application to be the voluntary contributor of funds along with the Associations and others, for the purpose of applying to Federal sources for research grants.

From the above summary of activities and proposals, it is evident that the Braille Authority has taken its responsibilities quite seriously and is endeavoring to carry forward a progressive program in designing and developing useful braille codes and acceptable techniques. With combined support from the two sponsoring Associations, the important goals can and will be reached.

REPORT ON THE NATIONAL COMMITTEE FOR DEAF-BLIND CHILDREN

DR. HUGO SCHUNHOFF, *AAIB Representative*

Superintendent of the West Virginia Schools for the Deaf and the Blind
Romney, West Virginia

I am reporting briefly for Mr. Roy Moore Stelle and myself, your two representatives on the Executive Board of the National Committee for Deaf-Blind Children. The Executive Board of this Committee consists of the eight administrative heads of schools having departments for deaf-blind children, your two representatives from the AAIB, two representatives from the Conference of Executives of American Schools for the Deaf, and one representative from the American Foundation for the Blind.

Since the time of the report given by Mr. Stelle at the regular meeting of the AAIB in Vancouver, in 1958, the Committee has held one meeting, that being at the Perkins School for the Blind at Watertown, Massachusetts, October 3-4, 1958. Dr. Edward J. Waterhouse, Mr. Daniel J. Burns, and others of the Perkins staff were responsible for the organization of a most valuable program and served as most cordial hosts to the Committee members. Among the items on the program were the following:

Demonstration of Deaf-Blind Children
Tour of the Keller-Macy Cottage

A Study of the Latest Registration Statistics by Miss Betty Riley, American Foundation for the Blind

An Analysis of the Training, Background and Experience of Teachers now Employed in Work with the Deaf-Blind by Mr. Paul Mitchell, N. Y. Institute for the Education of the Blind

A Discussion of the Practices Employed in Recruiting Teachers and Teacher-Trainees

An Analysis of the Evaluation Work of Dr. Myklebust at Perkins During the

Past Five Years by Mr. Daniel J. Burns, Perkins School for the Blind

A Report on the Workshop at Syracuse University on the Training and Development of the Preschool Deaf-Blind Child by Miss Annette Dinsmore, American Foundation for the Blind, Inc.

A Report on the Deaf-Blind Department at Illinois by Mr. Thomas Svob, Assistant Superintendent

Included in the business meeting was discussion concerning the value and future of the Committee. The consensus of opinion reflected an ever increasing need for this Committee and its operations.

The slate of officers elected at the previous meeting in New York City was re-elected, the slate being:

Egbert N. Peeler, Chairman
Hugo F. Schunhoff, Vice-Chairman
Berthold Lowenfeld, Secretary

Activities of the Committee since the meeting at the Perkins School for the Blind, October 3-4, 1958, have been expressed in the work of the individual members of that Committee. Such activities include the efforts of each of the eight administrators of departments in their own areas and of the American Foundation for the Blind and the Perkins School for the Blind on a more extended basis. Of especial importance and note is the work of the Foundation in conducting a workshop at Syracuse University and the work of the Perkins School evaluation team.

As the representatives of the AAIB on this Committee, we stand ready to serve in your behalf and in the interest of the needs of all deaf-blind children.

REPORT ON THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND

D. W. OLSON, JR., *President*
 Superintendent of the Kansas School for the Blind
 Kansas City, Kansas

For the period 1958 to 1960, the president was ably assisted by John M. Wallace and Lois V. Cox, first and second vice-presidents, respectively. The position of secretary-treasurer was ably filled by E. J. Wood.

The editorial positions were the ones filled with many hours of work. V. R. Carter served as editor, with Marjorie S. Hooper as managing editor. Assistant editors were William H. English, Joseph J. Kerr, Paul J. Langan, Paul C. Mitchell, D. W. Overbeay, and Egbert N. Peeler. Samuel C. Ashcroft, J. M. Woolly, Marjorie S. Hooper, and Dorothy Petrucci served as associate editors.

Over the past four years that the present editorial staff has been in charge of the publication of the *International Journal for the Education of the Blind*, we have made an attempt to cover as wide a latitude of subject matter as possible within our special field, in order to cater to the varied interests contained in the education, care, and training of children with visual difficulties. The editors have, for example, published articles on: (1) Classroom methods — quite extensively in the various fields of teaching; (2) Standards for schools and classes; (3) Evaluations of descriptions of foreign programs for the education of the blind; (4) Book reviews of current literature; (5) Articles on school activities and sports, including reports of tournaments; (6) Both pre and post convention information; (7) Psychological testing and research; (8) Problems of living in an institution, including recreation, and household and food service; (9) Problems of the care and training of multiple-handicapped blind children; (10) Cane travel; (11) Drama and speech; (12) Optical aids; (13) Guidance and counseling; (14) Innovations of new equipment use; and (15) Public relations.

The above subject matter was handled through full-length feature articles, or in brief form in the column, "To put it Briefly." The latter column was created by the editors especially to take care of the many shorter, but quite interesting

and sound ideas, reports, and articles that came to their attention.

The magazine has been increased from 24 to 40 pages, except for the brief period of two issues last fall. Twenty-four pages will not cover the wide range of material and fields of interest that should be covered. The 40 page *Journal* appears to be the appropriate size to cover this material.

It is time for the editorial staff and officers of the magazine to be elected. V. R. Carter, who has worked as the editor-in-chief for the past four years following the resignation of Paul Langan, has submitted his resignation, effective with the May issue of the *Journal*. Pressing duties at his school where he serves as both superintendent and principal cause him to feel he is unable to devote the time he should to the magazine. In his letter of resignation, he highly commended the services and co-operation of others on the editorial staff, and especially those of Miss Marjorie Hooper, managing editor, and Paul Langan, former editor who now serves as foreign editor.

There are 1,527 subscriptions (1,291 ink-print—236 Braille). The sale of these subscriptions amounts to approximately \$3,000. The cost of producing the *Journal* is as follows: Payment to the American Printing House for the Braille and ink-print copies, \$1,100 per issue. Salary to the editor and managing editor, \$175 per issue. This makes a total of \$5,100 for the 4 issues each year. Approximately \$400 is needed for other expenditures including stationery and copyright. The *International Journal for the Education of the Blind* will require an income of \$5,500 each year in order to publish the *Journal*. Dr. Merle Frampton, principal of the New York Institute for the Education of the Blind, who has in times past helped the magazine with funds, furnished \$1,500 upon the request of the trustees. This gift was acknowledged with great appreciation.

As president of the *International Journal for the Education of the Blind, Inc.*, I wish to express sincere appreciation for the efforts of the officers and editors, and

in particular V. R. Carter and Marjorie S. Hooper. We also wish to thank all teachers and other personnel for their contribution of articles which were submitted

to the Journal. We particularly wish to thank Dr. Frampton for presenting the needed financial aid to publish the last two issues.

REPORT ON THE INTERNATIONAL CONFERENCE OF EDUCATORS OF BLIND YOUTH

EDWARD J. WATERHOUSE, *Secretary*
Director of Perkins School for the Blind
Watertown, Massachusetts

I would like to begin this report with a brief explanation of the International Conference of Educators of Blind Youth, particularly with regard to the matter of national representation.

The ICEBY is quite young. It grew out of an international gathering held at Oxford, England in 1949, dealing with the welfare of the blind. From this sprang the World Council for the Welfare of the Blind. Some of the Oxford delegates were educators, and they met together and appointed a small committee to explore the possibility of establishing an international body dealing with the education of the blind.

Active in this group was my predecessor at Perkins, Dr. Gabriel Farrell. In 1952, a meeting was held in Bussum, The Netherlands, from which emerged the name—The ICEBY, some officers and an executive committee — and a plan to meet every five years.

As the only officer of ICEBY from the United States, I was invited by the Chairman, E. H. Getliff of the United Kingdom, to arrange for the selection of the U. S. delegation to the second conference, to be held in Oslo in 1957. I recognized that this was a big responsibility, which I felt should be shared with the AAIB. I might mention that there are no regulations concerning the way in which national delegations are chosen. In some countries, the Minister of Education does it. In others, for example Canada, the choice is made by the head of the national organization in the welfare of the blind. With conditions varying as widely as they do, no uniform method is possible.

At my request President Lysen appointed a committee which selected the U. S. delegation to Oslo, and I reported its

choice at the Batavia Convention a year before the ICEBY was due to meet.

With the AAIB meeting every other year, and the ICEBY meeting every fifth year, the two coincide once a decade. Last year in Rome the Executive Committee of the ICEBY selected Hannover for a meeting, and set the date, August 6-18, 1962. As Secretary, it was once more my responsibility to arrange for U. S. representation. I requested President Overbey to name a committee of AAIB members for this purpose. This he did, and I am now giving you the Committee's report to the President, two years before the Hannover meeting.

The committee chosen consisted of Finis E. Davis and Dr. Robert H. Thompson, with myself as chairman. As an ex-officio member, the President worked closely with us. None of the three committee members are themselves candidates to represent the United States, for each is a member of the Executive Committee of the ICEBY and therefore expected to attend its quinquennial gathering.

The Committee has not yet selected a delegation. We recognized the desirability of giving delegates plenty of warning, for attendance costs money and most of us have to budget ahead for transatlantic travel, particularly if we have families who naturally wish to come along. In addition, we wanted to keep the AAIB informed, and our next meeting will presumably be only a few weeks before the Hannover convention.

What we have done is to select a panel of eleven members, from which the U. S. delegation will be chosen. All have agreed to be considered although one has expressed doubts of his ability to handle the expense involved.

Perhaps I should mention that there are insufficient funds to cover the expenses of the six delegates and the four members of the Executive Committee from the United States. Some of us are fortunate to be employed by agencies which can legitimately pay a part or all of the cost; most of us are not. The AAIB gave some assistance in 1956. The Committee hopes it will be able to do even more in future years.

The Conference in Hannover has a specific theme—namely, "Development of international cooperation to meet the needs in emergent countries, and the means by which these needs can best be met." The Committee kept this theme constantly in mind during its deliberations and in some cases gave special consideration to people who in one way or another have demonstrated an interest in blind children of other lands. Topics proposed for the conference agenda include the following:

1. "Adoption" of specific schools overseas by schools in the United States.
2. Cooperation with such international organizations as UNESCO, UNICEF, WCWB, Lions International, CARE, etc.
3. Library assistance:
 - (a) Gifts of surplus English Braille books;

- (b) Provision of print books of a professional nature for teachers;
- (c) Increased exchange of publications;
- (d) Loan of movies and film strips to overseas schools.

4. Teacher training:

- (a) Admission of teachers from overseas into teacher-training programs;
- (b) Provision of "in-service" training for teachers from overseas.

5. "Loan" of American personnel for short periods to schools and teacher training programs overseas.

Although some consideration was given to the organizations and types of programs candidates represent, delegates represent, not the AAIB, etc., but the U. S. A. No thought was given to geographical considerations.

Experience has shown us that a certain amount of time is needed to learn "one's way about" in the business affairs of an international conference. It would be nice to spread the membership of delegations among as many as possible, but this could only result in a succession of inexperienced groups. The panel includes six who have never attended an ICEBY convention, and five who have. The delegation should include some people with previous experience, and some new personnel as well.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

M. ROBERT BARNETT, *Executive Director*
New York, New York

This occasion is something of an anniversary for me. It is the sixth time that I have had the privilege and responsibility of reporting to you — the American Association of Instructors of the Blind — and today's report comes exactly ten years after the first time. Back in 1950 I had been the Executive Director of the American Foundation for the Blind just under a year when I first reported on its behalf to the Association.

The relationships between the Foundation and the Association, of course, go back a great deal further than these ten years. The past decade, however, happens also to be the period during which there have been a number of notable trends in

the field of education of blind children, not the least of these is the story of growing cooperation between the Association and the Foundation.

With regard to the Foundation report itself, I intend again today to confine my remarks to highlights. Furthermore, I shall attempt to keep even those highlights within the area of your special interest—meaning the Foundation's policies and programs as it relates to the development of educational opportunities. As you know, the Foundation is concerned with all facets of service to blind persons of all ages as we continue to carry out the mandate given us nearly forty years ago by resolutions from this Association and the Ameri-

can Association of Workers for the Blind. While our fundamental purpose and role is that best described as one of research and consultation, our activities have included so many specific tasks that it would be impossible to enumerate them all in a brief report.

Generally speaking, the Foundation has virtually completed a reorganization of its structure and staff that we embarked upon about four years ago. We are presently providing a continuing service of consultation to local communities, agencies, and schools through a balanced staff of specialists and field representatives. We are well equipped to assist local groups with either intensive program studies or with continuing consultation, and we are noting distinct appreciation for these services. We have expanded our research facilities through the appointment of additional individuals, and in both social as well as technological fields are currently participating in scores of projects. Our publications and public education efforts have continued to grow. That part of the Foundation concerned with tangible manufacture of aids and appliances also has expanded its volume of activity. We are pleased that both the Foundation and the American Printing House for the Blind have been producing for the Library of Congress an ever-increasing flow of Talking Books for both young and old.

It has become increasingly apparent during recent years that our field is faced with a shortage of trained personnel. The Foundation has continued to attack this problem on many fronts and with many types of effort, such as in the provision of scholarships and fellowships, the sponsorship of training courses for all categories of personnel, and in the support of university training programs. I am happy to announce that we now have embarked upon a direct program of recruitment and referral. About three months ago we established a full-time office in our organization to be known as the National Personnel Referral Service. The expansion and development of a process for the reporting of vacancies and the existence of applicants was made possible through a pilot grant from the U. S. Office of Vocational Rehabilitation. Mr. John R. Butler is its supervisor, working under the direction of Mr. Alexander F. Handel, Director of the Foundation's Division of Community Services. Both of these gentlemen are present at this con-

vention, and would be happy to confer with any of you who feel this impartial referral process may be of assistance to you.

Many of you are personally acquainted with a member of our staff of specialists in the education area, Miss Georgie Lee Abel. It is with regret that I report her recent decision to leave the Foundation after nearly ten years, but we are pleased to note that her leaving is caused by her appointment to the faculty of San Francisco State College. Miss Abel undoubtedly will continue to contribute nationally to the advancement of techniques in this field, while at the same time assisting the college to expand its special education program. Meanwhile, negotiations are under way for the appointment of another individual to our staff, and we should be able to make an announcement shortly.

At the outset of this report, I referred to my subjective realization that it was ten years ago that I first reported for the Foundation at an AAIB Convention. For much more than personal reasons I would like to comment briefly about what has happened in the interim. It was during the two-year period at the start of the decade that the Foundation began overhauling its policies and facilities. The organization had grown like Topsy, as the saying goes, and the sudden growth of demand for its services during the post-war period brought to light the fact that the agency would have to be realigned in many ways if it was to meet the future effectively. In addition to the necessity for improvement and expansion of service, it naturally followed that our efforts to finance an expanded program would have to be improved as well.

In general, the Foundation's annual budget has been doubled in these ten years, and now we are operating at a level just under two million dollars a year for all activities. With particular regard to the field of education, I would like to report some rather interesting totals — interesting from the point of view of Foundation achievement, perhaps, but more interesting to those responsible for planning to meet the unmet needs in this field.

In the past eight years, the Foundation has expended from contributed funds more than half a million dollars directly and specifically into one or another aspect of the nation's programs of instruction for blind children. A few examples — a total

of nearly \$60,000 has been extended in the form of tuition aid for deaf-blind young people, including \$45,000 to meet the tuition and maintenance charges of qualified schools who accept the youngsters from out of state—the balance in scholarships to deaf-blind college students. Blind young people going on to college after graduation from high school have received over \$75,000 in supplemental aid in the eight years. More directly relating to this field, however, is the total of \$44,000 that has been used to help teachers secure summer school experience, and the total of \$30,000 in fellowships for those undertaking graduate study. The sum of \$13,000 has been spent in the sponsorship of summer courses for teachers, and \$10,000 in several work sessions concerned with the over-all question of teacher preparation. We joined equally with the American Printing House in a \$5,000 conference on educational materials, and in cooperation with the AAIB financed four institutes for houseparents that cost a total of about \$11,000. There have been two special work sessions on the problems and potentialities of multi-disabled blind children for an expenditure of \$6,000, while three sessions devoted to the particular question of the instruction of mobility techniques have used another \$11,000.

This convention is occurring in Nashville, where one also finds a very well-known institution called George Peabody College. The Foundation is proud to have been associated with Peabody and the Southern Regional Education Board in a three-year development of the college's teacher training program for our field. The \$22,500 that we have granted for the professorship, I am happy to be able to announce, now has been extended by our trustees for a two-year additional term of support.

As I said, the foregoing are but examples, and not exhaustive. Other significant items should be mentioned, such as the survey of industrial arts departments and the course for teachers of industrial arts at Oswego this summer — made possible by generous grants from the U. S. Office of Vocational Rehabilitation. The comprehensive survey of the status of blind children in New York State — a \$60,000 project financed by the E. Matilda Ziegler Foundation and AFB — had its contribution. While all of these things are impressive, they are mentioned primarily to show that to get the job done that still faces educators of blind children is going to require considerable effort.

That future effort will require more and more cooperation among all legitimate organizations concerned with the children of this country. It is obvious that our governmental partners at state and Federal levels are beginning to respond to expressions of need and we all hope, I am sure, for more meaningful activities from the U. S. Office of Education. I think it is especially significant that at this convention — two years after the financial uncertainty expressed at Vancouver — the members of the Association have been given reports of considerable progress. The trustees and staff of the American Foundation for the Blind join me in saluting you again, and in expressing our pleasure over the cooperation that has come about in our actions and ambitions. The Foundation is happy to give both funds and consultation to assist in growth of the AAIB as a professional group. We congratulate your officers for the unselfish and untiring manner in which they have attempted to meet all the numerous problems which have arisen — and pledge to your future leaders our continued friendship and sincere best wishes.

REPORT OF THE AMERICAN PRINTING HOUSE FOR THE BLIND

FINIS E. DAVIS, *Superintendent*
Louisville, Kentucky

This is the seventh consecutive time during the past thirteen years that it has been my privilege to present a report on the work of the American Printing House for the Blind to this Association. With each passing biennium, I value more deeply the opportunity the AAIB Conventions afford to tell you about what the Printing House

is doing, and to share with you our problems and hopes for increased service in the education of blind children.

LEGISLATION

Perhaps of most immediate concern to all of you is the legislation now before Congress to amend the authorizing Act of

1879 "To Promote the Education of the Blind." This legislation is designed to do a number of things which will bring the basic Act into line with present-day needs. Probably the provision of most pressing concern is the proposal to raise the ceiling of limitation of appropriation from the present \$410,000 a year to \$1,010,000. As you all know, our school population has been soaring for the past several years, the total registrations as of January 4th of this year amounting to 14,764—a jump of 1,273 over that of the previous year. This means that, for the fiscal year beginning Friday, July 1st, the per capita quota allotments will drop to \$27.77, because of the present limitation of the appropriation of \$410,000 a year. I do not have to tell many of you how little, if any, quota credit you now have, and I am sure you will all welcome the possibility of future increased appropriations.

In addition to the increase in available appropriations — and money is not a panacea to be overlooked — the amendments to the Act now before Congress propose:

1. The removal of the present inequity, whereby the state departments of education, as agents for all blind pupils in public schools, are not now ex-officio members of the Printing House Board of Trustees, although public educational institutions for the blind are so represented.

2. The provision under Federal Law for the establishment of advisory committees for the Printing House on Publications, Tangible Apparatus, Educational Research, and so on, which up to now have been created and conducted under authority of the Printing House By-laws only. Further, the proposed amendments provide for proportionate representation on such committees as between the residential schools and the state departments of education.

3. There shall be added to the appropriation to the Printing House each year, over and above that for quota allotments, a reasonable sum for the purpose of hiring qualified personnel and consultation of experts to aid the advisory committees and staff in carrying out their functions, to the end that the best possible materials may be made available as needed for the education of blind children. Additionally, this money would pay the expenses of experts from the Printing House staff to visit and consult with state departments of education and schools for the blind, to consult with them with regard to proper proce-

dures in handling registrations and orders, and to give consultation and advice as to the best possible use of the funds available. I do not know whether you realize it or not, but up to now, such advice, counsel and staff have been provided by the Printing House itself through its own funds. The need now is so great, that the Printing House funds are no longer remotely adequate, nor, in all fairness, should we be expected to furnish this necessary service to the recipients of the Federal funds through our own resources, nor through donations from the public.

4. The inclusion of a definite statement for the establishment of ownership of materials provided through the Federal Act to the schools for the blind and/or the public schools through the state departments of education.

Although Congress has not yet acted on the proposed legislation, we have every reason to believe that a hearing will be held shortly, with probable approval and early passage of all provisions proposed. I think I should tell you, however, that the increase in the appropriation, as well as the stipulations of other parts of the legislation, if passed, will not take effect until fiscal year 1962, beginning July 1, 1961, with the possible exception of approval of a supplemental appropriation for the 1961 fiscal year.

PUBLICATIONS

The passage of Public Law 922 in 1956, at which time all blind children in the country were included under the provisions of the Federal Act, so long as their education was being provided through public tax funds, is just now beginning to have serious impact on the general operations of the Printing House. It has taken some little time for the state departments of education to get properly organized to administer their responsibilities under the Act, and for local public school systems to take advantage of quota funds. Specifically, the Printing House is now faced with the need for a greatly expanded publication program for Braille and Large Type textbooks to meet the widely divergent needs of public school children, and the proposed increase in appropriation will enlarge the demand even more.

And what is the Printing House doing about the situation? First, we have rearranged some of our production departments so as to give more and better work-

ing space. Second, we are increasing the numbers of our production force and necessary equipment in so far as present facilities will permit, and are contemplating the possibility of adding extra shifts where this would be reasonably economical. (From an administrative standpoint, there is always the problem of choosing between a reasonable amount of overtime for our regular workers, or going to a schedule of double shifts, which also present problems with regard to extra pay for undesirable working hours, excessive wear and tear on equipment which increases maintenance, and other factors.) Third, we are endeavoring to take advantage of modern technological advances. I am sure you have heard before, of the IBM research project, which looks to the application of automation to Braille embossing procedures. We are particularly interested in the possibilities of machine-translation of Braille, which would make possible the embossing of Braille plates without the use of trained stereotypists and Braille proofreaders. Actually, one book — *THE PERFECT TRIBUTE*—has been published from Braille plates produced through this process. There has been some delay on the project in recent months because of the necessity to convert the 704 IBM computer program for Braille over to the new Braille, but several books are now under way, and we hope that by early fall regular production schedules of certain books can be undertaken.

Fourth, we have added another person to our editorial staff, Mrs. Blanche W. Dougherty, formerly principal of the Oklahoma School, as Textbook Consultant. Primarily, Mrs. Dougherty's work is that of compiling and evaluating the textbooks in general use in public schools for the seeing throughout the country, to the end that the Printing House Publications Committee and staff may have expert knowledge of what books are likely to be in greatest demand and to aid in the choice of materials to be published in both Braille and Large Type form.

In passing, perhaps I should tell you of one of the real problems now facing us. During the past two years, two of our able, long-time stereotypists have retired from the Braille Department, each with 50 or more years of service, and two or three more are due for retirement in the next five years. Their retirements have left serious gaps in our Braille embossing department, for it takes years to replace

a good embosser, who can be counted on to produce a daily average of some 30 to 35 plates per day, and handle copy with intelligence. Every effort is being expended to train a large number of new embossers, but this takes time, and it is for this reason that we are particularly interested in the possibilities of the IBM machine-translation process.

Of special interest to you, I am sure, will be the publication of the *WORLD BOOK ENCYCLOPEDIA*, now in process through funds donated by the Field Foundation and the Field Enterprises Educational Corporation, publishers of the ink-print edition. Work on this project has been under way for about a year—we had to wait until all the problems with regard to "ENGLISH BRAILLE, AMERICAN EDITION—1959" were settled—and about half of the plates have been embossed. It is expected that the entire title will comprise about 160 large Braille volumes, the size of the *WEBSTER'S DICTIONARY*. Full announcements about the Encyclopedia will be made several months from now when we have a better idea of total size and costs. This will, I believe, be the first publication of such magnitude in Braille.

Of great help to classes in current events and the like, I am sure, has been the undertaking by the Printing House of weekly Talking Book editions of *NEWSWEEK MAGAZINE*. Many of the schools and public schools are receiving subscriptions to this magazine through quota funds, although the publication in general for blind individuals and libraries is being financed through the *Newsweek Talking Magazine Fund*, similar to our *Reader's Digest Fund* for the Blind. These are the only two projects for which the Printing House goes to the general public for donations.

BRAILLE MUSIC AND MATHEMATICS CODE

There has been much confusion in this country during the past two years concerning the Braille mathematics and music codes. Work was held up almost 20 months on publication of Braille and ink-print editions of the new music codebooks, and teaching manuals, and of actual music selections themselves. The AAIB-AAWB Braille Authority, I am happy to say, finally resolved all the problems this spring, the Braille editions of the new Code itself, as well as revised editions of *THE PRIMER OF BRAILLE MUSIC* and *THE*

BRAILLE MUSIC CHART are almost completed. Just as soon as the Braille editions are approved for press, work will start on the ink-print editions of the **PRIMER** and the **CHART**. Work is also in process on **LESSONS IN BRAILLE MUSIC**, which is being published in both braille and ink-print form, and will be a real boon to music transcribers and others. Hopefully, all of these publications will be available by early fall.

The situation with regard to Braille mathematics is also most chaotic at present. Many have had difficulty with the Nemeth Code of Braille Mathematics, for one reason or another, not the least of which being the lack of proper teaching manuals. It is my understanding that The Braille Authority, through the auspices of the sponsoring Associations—the AAIB and AAWB—and with the help of other organizations, is in hopes of setting up proper research for the development of a workable and efficient American Braille mathematics code, which should embody the best features of all such notations now in existence. Hopefully, their work can be speeded up so that present difficulties in teaching mathematics, and in transcribing mathematics textbooks, can be shortly overcome.

TANGIBLE APPARATUS

During the past biennium, we have added two new items to our catalog of tangible apparatus — a 12-inch ruler molded from plastic (price 50 cents) and a Braille bank checkbook (price 40 cents). Actually, we have had practically no new items of tangible aids suggested to us, and the major part of our time has had to be spent on keeping up with production to meet the greatly increasing demands from the residential and public schools. However, work has now progressed on the Lavender Braillewriter to the point where it is now going through what we hope will be the final use tests to determine structural strength, ability to stand wear and tear, etc. If all goes well, this should mean that the tools and dies can be made and production get under way during the next few months. It is our hope that this machine will fill the need for a lightweight, fast writer that will be able to take a regular size sheet of paper.

PRODUCTION

In closing, I should like to take a little time to tell you about the Printing House

in general. First, it should be understood that the American Printing House for the Blind is not a Government agency, but is the oldest, national non-profit agency for the blind in the United States. Founded in 1858, it is now in its 103rd year of operation, and today is the largest publishing house for the blind in the world. For the year just ending tomorrow, we will have completed over \$2,000,000 worth of non-profit business, of which the materials supplied under the Federal Act "To Promote the Education of the Blind" have comprised only \$410,000—less than $\frac{1}{4}$ of the total. Our other work can be divided into three categories, i.e., contract work for other agencies for the blind and/or individuals who wish to provide literature and aids for the blind at cost or less, usually free; the production of braille and Talking Book editions of *The Reader's Digest* and *Newsweek Magazine* — for which we go to the general public for financing; and educational and technical research. This past year, we published 89 Braille and 126 Talking Book titles to the order of the Library of Congress; we manufactured some 11,200 volumes of *THE BIBLE* in Braille for the American Bible Society, and a host of other books for other agencies. We publish on regular schedule 69 Braille magazines and 10 Talking Book magazines (including *The Digest* and *Newsweek*), and one ink-print magazine—our professional education magazine *The International Journal for the Education of the Blind*, which we also print in Braille. Most of these magazines are produced for other agencies, and range in interest from the *Weekly Readers* and *Current Events*, to *The Braille Technical Press* for radio hams, *The Piano Technician* for piano tuners, the Braille edition of *The New Outlook for the Blind* (the general professional magazine for our whole field), three magazines for the deaf-blind, *The Braille Monitor* and 11 organs for state affiliates of the National Federation of the Blind, 18 Braille and 6 Talking Book magazines of a religious nature, as well as many others.

While I cannot give you the figures for the current fiscal year, since it is not yet ended, for the period ending June 30, 1959, we produced 76,796 Braille volumes, plus 82,860 Braille pamphlets; 49,187 large type volumes; 589,873 Braille magazines; 671,716 Talking Book records; 2,993 REAL tapes; 1,535 music selections; and 21,468 pieces of tangible apparatus, from globes to slates. All of this

production requires a full-time staff of some 275 people (working 40 hours a week, 52 weeks a year, with two-week vacations and seven paid holidays a year), plus 40 part-time workers. May I urge

that, at any time you are in or near Louisville, you come to visit us—if it be on a regular week-day. We would be delighted to see you and give you a complete tour of the institution.

REPORT OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

HULEN C. WALKER, *Executive Director*
Washington, D. C.

Mr. Chairman, Fellow Members of AAIB, this is the second time that I have had the privilege as Executive Director of the American Association of Workers for the Blind of appearing before you to report on activities of our Association. It is also a pleasure to stand on this platform and speak to the staff of the Tennessee School for the Blind, the school from which I received my high school diploma on June 3, 1930. I am also proud of the fact that another graduate of this school has returned this morning representing another national organization to appear on this same platform with me. We are proud of our alma mater. It has sent many workers out into the field; many to other states and to national positions. It was at this school in 1926 that I attended my first convention of the American Association of Instructors of the Blind. Little did I think then that it would be my privilege to address your group at its next convention in Tennessee.

Our President, Mr. H. A. Wood, asked that I convey to you his best wishes for a successful convention and his congratulations to your newly elected officers.

It was just two years ago in Vancouver, Washington, that AAWB reported to you that our national headquarters had been established in Washington, D. C. and a small staff employed to carry on the business of the Association. Your officers were then seeking authority from the membership to establish your national office. You are to be congratulated upon your step. You have now opened your office and we at AAWB have found cooperation mutually beneficial to both Associations.

AAWB promoted the first joint Executive Committee meeting of the Associations. This first meeting of October, 1958 was interesting and enlightening to the officers of both Associations. In 1959, the

President of AAIB suggested a second joint meeting and I hope it has now become an annual affair. It is the place we can get together to promote the general interest of both Associations.

The first year of our operation from the national headquarters was, generally speaking, spent in promotional activities. The second year began with attendance at the General Assembly of the World Council for the Welfare of the Blind. Immediately thereafter, we began our first major project, that being a study of the home teaching program. This project is made possible by contract between AAWB and the Office of Vocational Rehabilitation, Department of Health, Education and Welfare. We believe this to be a field in which AAWB can render a real service to work for the blind. I am sure that AAIB will also, in the very near future, be engaged in such studies relating to the educational field. A close relationship must be maintained between our two Associations in conducting studies of different phases of work for the blind. We must work together to attain the greatest results with the least possible duplications.

Mr. Louis H. Rives, Jr., Chief of the Division for the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, asked me to state to you that he was indeed sorry that he could not be here to discuss with you the vocational rehabilitation services available to the blind. In his absence, I wish to emphasize that you as instructors in residential and public schools for the blind are preparing the rehabilitation clients of the future. A close liaison must be maintained between the educational field and vocational rehabilitation service. There must be no lag between graduation from

high school and the beginning of training from the rehabilitation service. This continuous process can and must be maintained by a team approach, with educators and rehabilitation counselors as members of this team.

I must not close my remarks without emphasizing a subject close to my heart. That is the individual membership. In order for an association to be the voice of a profession, it must show an enrollment of a majority of personnel engaged in like professions. Neither our Association nor your Association yet has that majority. We must, therefore, double our efforts to increase our memberships to the point that we have a majority of all workers and all instructors enrolled. When this is done, our enrollment from individual memberships will be sufficient to meet our budgetary needs. Until our enrollment reaches this point, we will be using up our energy looking for funds to operate rather than

rendering service to our members. One way in which our membership can be increased is for all members of AAWB to enroll as members of AAIB and vice versa. Your Executive Secretary has certainly been helpful in encouraging AAIB members to enroll in AAWB. I don't know how many members I have been able to secure for AAIB, but I can say that I have sincerely tried to bring about this cross enrollment. We must double our efforts in the future and set our goals for one hundred per cent enrollment of each Association in the other. We have a common goal and must have enrollment in both Associations in order to promote the whole field of work for the blind.

Again, let me say that it has been a pleasure to be here this morning and I am looking forward to another year of cooperation with your Executive Secretary and your newly elected officers.

REPORT OF THE NATIONAL FEDERATION OF THE BLIND WORK FOR THE BLIND—MILESTONES AND CHANGING CONCEPTS

KENNETH JERNIGAN, *Vice-President*
Des Moines, Iowa

It was, for more reasons than one, with real pleasure that I accepted the invitation to speak before this convention. In the first place your President, Don Overbeay, is one of my closest friends, and co-worker in the programs for the blind of Iowa. During the past two years Don and I have come to know each other well through our mutual efforts and labors. Also, I consider it a privilege to be asked to address a group which has done so much to improve the welfare of the blind of the nation.

Then, too, there is the personal note. It was at the School for the Blind here in Tennessee that I spent the early years of my life. I received all of my elementary and secondary education at the School and later, after going to college, I taught high school English in this very building. It is, in a real way, a sort of homecoming for me.

In a sense I come to you today in a dual capacity—as the head of a state agency doing work for the blind, and as the first vice-president of the National Federation

of the Blind. I wish to talk to you in only one of those capacities, however—as a Federationist. Your President has asked me to give you a report of the activities and accomplishments of the Federation during the past year. In order to do this I must say a few words about history and background.

In 1940, just twenty years ago, an important milestone was reached in work for the blind. It was in that year that a handful of blind men and women from seven states came together at Wilkes-Barre, Pennsylvania, to form the National Federation of the Blind. This milestone was not so much a beginning as a logical next step on the road of progress and development.

Until a little over a hundred years ago the picture for the blind was bleak, indeed. There was virtually no employment, education, recognition, or opportunity. The formation of your own organization in the middle of the 19th century was one of the first milestones of progress. In the movement of any group from inferior status to

full membership in society education must come first. With education is planted the seed of all future improvement. As the schools for the blind began to spring up throughout the United States, it was a logical and desirable next step for their teachers and administrators to form an organization which could exchange ideas and discuss problems.

It was in 1896 that another important milestone was reached. In that year a group of blind people, having been denied the right to go to college, formed an organization with the rather imposing name of the American Blind People's Higher Education and General Improvement Association. In other words, consideration was now being given on a national level to the problems of the graduates of the schools for the blind.

In 1905 yet another milestone was reached. The American Blind People's Higher Education and General Improvement Association changed its name, becoming—the American Association of Workers for the Blind (or, as we call it, the AAWB).

The new name symbolized a new set of conditions. Agencies attempting to deal with the problems of blind adults were beginning to spring up throughout the nation. The AAWB rapidly came to be largely composed of the employees and members of these groups. It came to be the voice of the agencies doing work with the adult blind. It provided a forum for the exchange of ideas and a mechanism for the co-ordination of effort in the solution of problems.

In 1921 the American Foundation for the Blind was formed. It soon became the rallying point for the agencies doing work for the blind and the dominant force in the AAWB. The agencies doing work for the blind began to co-ordinate their efforts and to mature.

Viewed in perspective, it is clear that some sort of organization of the blind themselves on a national level was a logical and inevitable next step. In 1940 that next step came. The blind, too, were coming of age. With the work previously accomplished by the agencies and educators how could it have been otherwise? The blind established their own organization, the National Federation of the Blind.

The Federation was unique. It was unique in that it was the first time in the history of this country that a nationwide, rank and file membership organization,

controlled by the blind, open to all blind people, and concerned with any problem affecting the blind had ever been established. This is still the unique and distinguishing characteristic of the Federation today.

When the National Federation of the Blind came into existence, it was largely ignored by the agencies. Most people in work for the Blind were totally unaware of its existence. Those who did know of it did not attach to it much importance. It was small and not powerful.

However, the Federation began to grow rapidly. Members by the thousands joined. It began to be heard. It became a powerful force. But, with growth came problems.

Some agencies were glad to see the blind come of age and establish their independence, set up their own organization, and speak for themselves. Some agencies that had become accustomed to exercising—how would one say—a paternalistic control over the blind, albeit with the best intentions, resented the growing strength of the Federation, recognizing in it a potential threat to their unchallenged supremacy as spokesmen for the blind. Conflict and controversy arose between the organized blind and members of such agencies. Was this conflict necessary and inevitable?

In my opinion the answer is "yes." Furthermore, it was progress to have the conflict—not the conflict itself, but its occurrence. No people ever goes from inferiority and dependence such as the blind had had to equality without passing through a period of hostility. Historically, every racial or religious minority which has ever come from second-class status to full membership in society has experienced the same thing. Therefore, the warfare itself was another milestone on the road to progress.

By the mid 1950's the Federation had a membership of almost 40,000. It was time for the next inevitable milestone. Different governors throughout the country began inviting the Federation to study the programs for the blind in their states and to make recommendations for their improvement. Why was this significant? It was the first time that the blind themselves had ever been invited to survey and review the programs established to serve them. Imagine how some of the old timers in the field who had become thoroughly accustomed to speaking for the blind must have

felt. The pendulum had, indeed, swung far. At one time the agencies administered all programs and were the sole spokesmen for the blind. Now the blind themselves not only had organized, but also were being asked to speak concerning the effectiveness of agency programs in the various states.

The final milestone which I wish to call to your attention is, indeed, a happy one. It bodes well for what is to come. In 1959 the National Federation of the Blind, the American Association of Workers for the Blind, and the Blinded Veterans Association sat down at the conference table and agreed on a common front of action on many of the bills affecting the blind then pending in Congress. There were, to be sure, exceptions to this unity of effort (notably the Kennedy-Baring bill), but the principle of co-operative relations was brought into being. One can hope that the period of hostility is drawing to a close.

Indeed, there is no longer room for hostility among our various organizations and groups, and there is no need for it. The National Federation of the Blind poses no threat to any agency which is really working in the best interest of the blind. In fact, the very opposite is true. The Federation is the greatest living monument and testimonial to the good work of the agencies. Without the work of the agencies the Federation would have been impossible.

Of course, the Federation does pose a threat to some agencies. (I strongly emphasize the word *some*, and they are few in number.) When an agency does not do the work for which it was established, when it hinders the blind instead of helps them, then all of us should oppose it.

There is a time when hostility may serve a purpose, but there also comes a time when it can only be destructive. The organizations of the blind and the agencies established to serve the blind must walk ever more closely in partnership toward the achievement of a common goal. However, it must and it can be a true partnership—not a mockery. It must be a partnership of equals with the blind not domi-

nating the agencies, nor, on the other hand, the agencies dominating the blind.

This past year has been an active one for the Federation. A few months ago the organization took in its 47th state affiliate—Alaska. Only three states now remain to be organized and brought into the movement. The Federation's three principal offices (at Berkeley, California; Washington, D. C.; and Madison, Wisconsin) have been busier probably than ever before handling the constantly increasing and varied business of the organization.

In 1959, and again this year, we have seen what happy and constructive results can come from mutual respect and co-operation. As I have said, the Federation and the agencies are jointly sponsoring a broad program of legislation in the Congress. With this unity the likelihood of the adoption of the legislation in question is much enhanced. At the Elliott Subcommittee hearings which have been taking place around the country your own Executive Secretary, Maurice Olsen, and Federation representatives have worked together to promote common goals. Your President, Don Overbeay; Federation officials; administrators of state rehabilitation agencies; leaders of the Blinded Veterans; and spokesmen of other interested groups, along with representatives of the Federal Office of Vocational Rehabilitation came together at Reading, Pennsylvania, in January of this year to consider the problem of employment in the professions for blind persons. There was a free exchange of ideas and a constructive give-and-take. It is the sort of meeting which must begin to occur more frequently.

Finally, the fact that you have invited a representative from the Federation to appear on your program and that we have invited your President to appear on our program is significant. It is the way to understanding and co-operation. It is the way to progress. It is the way to achieve what must be achieved—the complete integration of all the blind into society on a basis of full equality with every blind person allowed the maximum development of all of his potential and all of his capacities.

REPORT OF EXECUTIVE SECRETARY

MAURICE OLSEN

St. Louis, Missouri

I began my term as Executive Secretary in August, 1959 after an agreement had been reached between the American Foundation for the Blind and the American Association of Instructors of the Blind for six annual operating grants of \$12,500 each to be paid by the AFB to the AAIB. Office space had been arranged at the Missouri School for the Blind and the AAIB Board of Directors had drawn up a list of directives and duties for the new position of Executive Secretary. The Executive Secretary engaged in the activities needed to initiate and maintain a national office, manage Association finances, and get acquainted. The Executive Secretary made extensive trips throughout the northeast, east central and southeastern states to visit various programs in which blind children are being educated and to visit AAIB officers, members, and friends. The Executive Secretary also represented the AAIB at official meetings such as the White House Conference on Children and Youth, the CEC convention, two meetings concerning the AAIB-AAWB Braille Authority, three workshops and hearings of the Elliott Committee Study concerning special education and rehabilitation, a Conference of Representatives of National Organizations Concerning Exceptional Children called by the United States Office of Education, a Conference on the Definition of Blindness called by the United States Office of Education, and an AFB Public Relations Workshop.

The Executive Secretary also directed a Midwest Administrators Workshop on Houseparents in cooperation with Mr. D. W. Overbeay, President of the AAIB and Dr. Everett Wilcox, AAIB board member. The Executive Secretary has also met with the AAIB Board of Directors in regular sessions last October and this spring and has met with the AAIB Long Range Planning Committee this spring.

The Executive Secretary has written several articles for the *International Journal for The Education of the Blind*, an official AAIB report to the Elliott Committee concerning the special education and rehabilitation study, a report of the Midwest Administrators Workshop on Houseparents, an Annual Report to the

AAIB Board of Directors, an Annual Review of the operating grant to the American Foundation for the Blind, and a monthly newsletter called the "Fountainhead."

The Executive Secretary's office has also offered an Employment Service and it has run a salary survey.

There are many areas of possible activity for the future. I hope for continued revision of the AAIB policy statement to make it even more useful in explaining AAIB beliefs and even more meaningful as a reference for the professional consideration of individual members. I hope for increased and broader financial support for the Association from both membership dues and non-membership contributions and grants. We will need to increase the number of memberships and increase dues also. I hope to see over 1750 members next year, 35 residential schools with 100% AAIB faculty membership, 12 residential schools with 100% AAIB houseparent membership, at least 20% of our total membership from public school personnel, more than 35 public school programs (which employ two or more special teachers to work with visually handicapped children) achieve 100% faculty membership, and more than 75 corporate members, either schools at fifty cents per student or parents organizations at fifty cents per member. We will also have to work to make contacts, sell the AAIB program, and publicize the need for additional financial aid from foundations, individuals, legacies, and gifts and grants, in order to be able to realize the expansion of services that is planned. I hope for increased professional activity in workshops, AAIB Committees, and regional associations in order to multiply our accomplishments and increase association contributions to our field. Workshops and committees should hold more meetings and publish more reports, and workshops could well maintain their own newsletters. I hope for the continuation of the construction of professional standards with the ultimate goal of publishing evaluation criterion with which to judge programs in which visually handicapped children are being educated and other evaluation criterion with which to

judge programs of teacher and houseparent preparation. I hope to see the teacher certification service expand to a place where it can be used to upgrade our profession, for both teachers and houseparents, and even to a position of policing our profession, to give greater emphasis to selectivity in professional personnel. I hope to see the International Journal continue to build an even greater name in the professional literature of our field. Between the International Journal and the Convention Proceedings, we have the potential to keep all phases of our field current and informed. Professional inspiration, research findings, exchange of professional ideas, and organizational announcements are all the backbone of our professional association and are provided by these major sources of professional literature. The stronger the backbone, the stronger the activity of this giant association can be. I hope that the Association will be able to continue with plans for the collection and

distribution of annual information and statistics. An Annual Salary Survey should be coupled with the annual reporting of the supply of personnel or training center graduates, demand or need for additional or replacement personnel, source and preparation of personnel entering our field for the first time, turnover, teacher-pupil load, houseparent-pupil load, per pupil cost, enrollments, multiple handicaps, etc. Much can be done with such information gathered annually by the Association. I hope the Association will start publishing needed literature in the form of pamphlets and brochures, some literature aimed at the general public, some at parents, and some at our own professional people.

It seems obvious that I have more hopes to report for my office than accomplishments, but in the next two years, if my office can succeed with its aim, we can find a giant awakening to its potential, cognizant of its influence, alert to its responsibilities, and professional action will result.

REPORT OF MEMBERSHIP COMMITTEE

ROSS L. HUCKINS, *Chairman*
Teacher, California School for the Blind

The present membership of the American Association of Instructors of the Blind is 1459. Almost one third of our national membership is present and active in this convention.

The Constitutional changes in 1952 giving the vote to the individual members and the introduction of the workshop procedure in our conventions has made it possible for the AAIB to attain this growth. In these past eight years, our membership has grown eighty-two per cent. These changes made it possible to grow, but the enthusiasm of the individual members for the professional growth possibilities of

AAIB and the local membership chairmen made this growth happen.

Many professional educators of children with visual limitations are not yet members. The AAIB is THE ONLY national professional organization dedicated solely to improving the educational opportunities of children with visual limitations.

Eighty-two per cent membership growth in eight years is fine, but we are just beginning to grow. You — each individual member — have a real challenge to help us to develop our potentials. Accept this challenge.

The report of the Membership Committee was duly adopted by the Convention.

REPORT OF COMMITTEE ON TEACHER CERTIFICATION

LEO J. FLOOD, *Chairman*
Superintendent of the Illinois Braille & Sight Saving School

The committee requests that applicants for teacher certificates please complete all blank spaces on the Teacher's Certification

Application Blank, including the number of semester hours of education, the number of semester hours of psychology and

the number of semester hours of principles and methods of teaching and where obtained. Applicants are also requested to send with the application a letter of rating of their teaching experience by a qualified supervisor.

Total number of certificates from
1940-1958 376
Certificates from 1958-1960 59

The following is the list of those certified in the Biennium 1958-1960:

Mrs. Lila Ahlsten
Washington State School for the Blind
Mr. Joseph John Albrecht
Florida School for the Deaf & the Blind
Mrs. Mary Helen Albrecht
Florida School for the Deaf & the Blind
Mr. Roger Anderson
Illinois Braille and Sight Saving School
Mr. Herbert D. Angus
Florida School for the Deaf & the Blind
Miss Beatrix Baird
Maryland School for the Blind
Mr. Peter E. Balter
Maryland School for the Blind
Miss Esther Marion Barbati
The Connecticut Institute for the Blind
Oak Hill School
Mrs. Irene H. Brannon
The West Virginia Schools for the Deaf and the Blind
Mrs. Elizabeth Bresee
Maryland School for the Blind
Mrs. Karen E. Coulson
Maryland School for the Blind
Mr. Philip Warren Crafts
Colorado School for the Deaf & the Blind
Miss Myrtle E. Dean
Maryland School for the Blind
Miss Clifton Mae Edgington
Maryland School for the Blind
Mr. James David Emerson
Maryland School for the Blind
Mrs. Alma A. Flansburg
Washington State School for the Blind
Mr. Calvin M. Ford
Maryland School for the Blind
Mrs. Margaret Ford
Maryland School for the Blind
Mr. Preston W. Hickman
Virginia School for the Deaf & Blind
Mr. Dale Holmes
Illinois Braille & Sight Saving School
Mrs. Faye M. Holt
Virginia School for the Deaf & Blind
Mr. Alva E. Howard
Florida School for the Deaf & the Blind
Miss Jane Cheng-Yin Hus
Maryland School for the Blind
Mrs. Marian Humphreys
Oregon State School for the Blind
Mrs. Ermina E. Husted
Washington State School for the Blind
Mr. Robert Edward Jackson
Maryland School for the Blind

Mrs. Kathryn P. Jasper
Georgia Academy for the Blind
Miss Alberta M. Jones
South Carolina School for the Blind
Mrs. Mary Dorsey Leonard
Maryland School for the Blind
Mrs. Lucile E. McFarland
Oregon State School for the Blind
Mrs. Iva May (Speed) Menning
Oregon State School for the Blind
Mrs. Elisabeth Wilson Miller
Virginia School for the Deaf & Blind
Mr. Charles Luther Mitchell
Maryland School for the Blind
Mr. Lloyd W. Mitchell
Maryland School for the Blind
Mrs. V. Marion Foley Mitchell
Maryland School for the Blind
(Two certificates issued in Biennium)
Miss Dolores Diane Morris
Maryland School for the Blind
Mrs. Mary O'Shea Nicholson
Oregon State School for the Blind
Mrs. Velma M. Pearce
Amarillo Public Schools
Mrs. Anna C. Perry
Royer-Greaves School for the Blind
Paoli, Pennsylvania
Mrs. Nancy Bertsch Rathford
Maryland School for the Blind
Mrs. Iva L. Richter
Montana School for the Deaf & Blind
Mrs. Margaret Giller Sanchez
Florida School for the Deaf & Blind
Miss Edna Harriet Schmidt
Milwaukee Public Schools
Mr. Joe Roy Shipnough, Jr.
Virginia School for the Deaf & Blind
Miss Lois Elaine Sivits
Maryland School for the Blind
Mr. Herbert Hoover Sowell
Florida School for the Deaf & the Blind
Mr. Paul Starkovich
Perkins School for the Blind
(Massachusetts)
Mr. Ganesh Mahadeo Thorat
Washington State School for the Blind
Mrs. Jeneva Y. Tobin
Florida School for the Deaf & the Blind
Miss Dorothy Mildred Vargo
Virginia School for the Deaf & Blind
Mrs. Etta Vogts
Maryland School for the Blind
Mrs. Janie Smith Whigham
Georgia Academy for the Blind
Mrs. Myrtle Ruth Williamson
Washington State School for the Blind
Mr. Oliver H. Willis
South Carolina School for the Blind
Mr. Maynard Worst
Washington State School for the Blind
Mrs. Francis B. Young
Maryland School for the Blind
Mr. Charles William Ziegenfuss
Florida School for the Deaf & the Blind

The report of the Certification Committee was duly adopted by the Convention.

REPORT ON REGIONAL MEETINGS

LOIS V. COX, *Coordinator of Regional Meetings*
Principal of the Overlea, Maryland School for the Blind

It is my pleasure, as Coordinator of Regional Meetings, Institutes and Workshops for the biennium, to give you a brief summary of those which have been reported to me. Complete reports of the meetings, which would be of great value to groups planning similar ones, are on file in the office of Mr. Maurice Olsen, Executive Secretary of the AAIB.

The First Western Institute for Houseparents of Visually Handicapped Children, which was held June 30-July 11, 1958, immediately after the Vancouver Convention, at Willamette University, Salem, Oregon, was reported to be so successful that the houseparents recommended that such a course be made available each summer. The course included instruction on the role of the houseparents, child development, recreation for the blind child, the multiple handicapped child, and home and school relationships. The course was offered for college credit and was taken by twenty-six houseparents from seven states. It was directed by Dr. John Rademaker of Willamette University. Outstanding speakers in addition to superintendents of schools for the blind were: Dr. Charles Strother, University of Washington; Dr. Hester Turner, Lewis and Clark College; and Dr. Kenneth I. Swann, University of Oregon, Medical School.

The Midwest Administrators Workshop on Houseparents at the Iowa Center for Continuation Study, State University of Iowa, March 2-5, 1960 had as its purpose: "to develop an interest in and understanding of the role of houseparents in schools for the blind." A three-member team, including the superintendent, principal, and supervising houseparent, was invited from each of the midwestern states. The workshop staff was composed of: Miss Georgie Lee Abel, Program Specialist for Education, American Foundation for the Blind; Dr. W. W. Hartup and Dr. Boyd R. McCandless, Iowa Child Welfare Research Station, State University of Iowa; Maurice Olsen, Executive Secretary, AAIB; and superintendents D. W. Overbeay and Everette Wilcox. We are grateful to Willamette University, the State University of Iowa, the American Foundation for the Blind and all who gave of their time to make

possible the houseparents institute and the administrators workshop.

A Thought and Practice Exchange, held at the California School for the Blind on November 6 and 7, 1959 in cooperation with the Bureau of Special Education and San Francisco State College and sponsored by the State Department of Education, proved to be beneficial to those working with blind children both in public school programs and in the residential school. Visitors from public school facilities observed classes and had an opportunity to discuss common problems with the staff of the California School for the Blind. They saw a style show and an exhibit of teaching aids, discussed the use of non-professional personnel in the teaching program and in extra curricular activities, had group meetings, and saw a physical education film and a film depicting a public school program for blind children. A workshop for all teachers of the blind in Ohio was held June 20 to 24 at the Ohio School for the Blind. A report on this workshop will be forthcoming. Michigan is planning a Thought and Practice Exchange for the fall, and other schools may have similar plans. If you have not had a meeting of this kind in your state, why not plan one during the next biennium?

The Perkins School for the Blind was host to more than fifty teachers, administrators, psychologists, counselors and other workers with blind children April 9-11, 1959 for a Conference on Guidance Programs for Blind children. Heard at this conference were such outstanding speakers as: Dr. Frederick Jeavis, Department of Psychology, University of New Hampshire; Miss Eunice Kenyon, Executive Director, Center for Blind Children, Boston, Massachusetts; Mr. William Valdina, Director of Guidance Services, Needham, Massachusetts; Mr. Theodore L. Clapp, Guidance Counselor, Newton, Massachusetts; and psychologists and principals from schools for the blind in five states. The discussions at this conference were deemed so valuable that a verbatim report has been published and may be obtained from the Perkins School for the Blind.

The New York State School for the Blind, Batavia, New York, sponsored a

Piano Technicians Workshop on October 23 and 24, 1959. The program included a display of new tools, a discussion of problems and improvements of instruction, hints on keeping accurate records, problems of travel and how to cope with them, the regulation of grand pianos, uprights and spinets and how to dismantle old uprights. These four recommendations were made by the workshop group:

1. Careful consideration should be given to the urgent need for more time in the instruction of Tuner-Technicians.
2. The possibility of one additional year for graduating technicians should be considered as a method of implementing the above recommendation.
3. A committee of qualified technicians should be formed for the purpose of setting up standards in matters of (a) shop equipment (b) course of study, (c) standards of graduation examination procedures, (d) aptitude and qualification tests for prospective technicians.
4. There should be a thorough evaluation of tuning as a vocation successfully practiced by the blind in order to bring to light the full importance of the field.

The Virginia School for the Deaf and the Blind, Staunton, Virginia, sponsored a workshop in Modern Mathematics April 29 and 30, 1960. Dr. William C. Lowry of the Curry Memorial School of Education of the University of Virginia was the keynote speaker on Friday night. On Saturday, the discussions were based on these topics: Al-

gebra Readiness in Grades 7 and 8, The Set Theory in Algebra, Geometry in the Junior and Senior High School, New Horizons, Changes in the Curriculum, and the Report of the Commission on Mathematics of the College Entrance Examination Board. Modern Mathematics was defined by this group as an approach in a new way to the teaching of the subject rather than any dramatic change in content.

The Eastern Division of the Music Section of the AAIB held its Annual Music Festivals on April 17 and 18, 1959 at the Overbrook School for the Blind and on April 1 and 2, 1960 at the New York State School for the Blind, Batavia, New York. Those attending the festival at Batavia enjoyed a trip to Niagara Falls after the festival.

Regional meetings are the result of many hours of planning by AAIB members who are making every effort to see that visually handicapped children in public school programs and in residential schools receive excellent training and education. Without the cooperation of outstanding people in the field of education and the support given by colleges, universities, state departments of education, schools for the blind and foundations, they could not be held. We hope that this cooperation and support will continue and that there will be more regional meetings, institutes and workshops during the next biennium.

The report on regional meetings was duly adopted by the Convention.

REPORT OF THE COMMITTEE ON STANDARDS AND EVALUATION

EGBERT N. PEELER, *Chairman*
Superintendent of the North Carolina School for the Blind

In 1958 the Committee on Standards and Evaluation submitted a report of some studies in arts and crafts, home making, child accounting records, textbooks, libraries, teacher load, high school science, and several other areas. In 1960 the Committee reported on its efforts in the fields of industrial arts, recreation, physical education, and construction of academic classrooms.

Most of these studies were piece-meal and did not attempt to cover all topics that could be considered under these headings.

The Committee has followed the general practice of compiling information with regard to conditions in the schools and setting up recommended minimum standards based on the average or median practices found in use. This in itself is not necessarily a good procedure, but the Committee has followed it because it represents a beginning step in the establishment of standards which we hope will raise the level of performance in our classrooms. There is much more that can and should be done, and it is doubtful if a satisfactory degree of perfection can ever be attained

by the efforts of a volunteer group. We need a budget of 20 to 25 thousand dollars per year for five or ten years if we are to get this work done on an efficient and worthwhile basis. We need some people who can work on a full-time schedule to produce the needed standards in the various areas of operation.

Up to the present time, the Committee has limited itself to the preparation of some proposed minimum standards. The word "evaluation", which appears in the title of this Committee, has been ineffective but must not remain this way. There are two types of evaluation—one is from within and the other from without. One involves the use of recommended standards by the teachers and administrators of a school to determine by self-evaluation and measurement the steps which should be taken to produce greater efficiency. The

other, available from the outside, would be through a selected team of visitors who would use the proposed standards as a yardstick for evaluating a given school and prepare recommendations for improvements. Many schools have been using the recommended minimum requirements in making self-evaluations. This practice should grow, but it should be supplemented by outside evaluation.

Theoretically, the Committee on Standards and Evaluation has a great and glorious future because most of its work has not been done. It, of course, may never be done unless the AAIB sees the great need for it and plans effectively for its activities.

The report of the Committee on Standards and Evaluation was duly adopted by the Convention.

REPORT OF THE SCHOLARSHIP COMMITTEE

WALTER A. HACK, *Chairman*

Superintendent of the South Dakota School for the Blind

The Scholarship Committee of the AAIB, consists of Superintendent Egbert Peeler of the North Carolina School for the Blind, Superintendent Dr. Robert Thompson of the Michigan School for the Blind, and Superintendent Walter A. Hack of the South Dakota School for the Blind.

The AAIB was given a grant of \$10,000.00 by the Avalon Foundation in order to establish a scholarship fund to be used for the purpose of recruiting teachers, by assisting them financially to get the training necessary to qualify them to teach in the field of the education of the blind.

Since its inception, the committee has examined the qualifications of more than thirty applicants. Eight of these have been rejected because they were presently teaching blind children or had had prior service in this field and were therefore ineligible to receive a grant from this fund.

Eight awards have been made ranging from \$500 to \$1,500. However, one re-

cipient has rejected her grant because of acceptance of employment in a school for the blind next year.

Eleven other applications are being processed and awards or rejections will be made on these before the close of this convention. Two others are being held up pending the receiving of the necessary transcripts and recommendations.

The Committee has held two meetings during this convention and is hoping to revise the standards for granting scholarships so that they might be available to more people. The Committee requests that all members of this organization publicize as much as possible the fact that scholarships are available to qualified candidates.

The committee wishes to express its appreciation to the Executive Secretary, Maurice Olsen for the assistance he has given, since his incumbency.

The report of the Scholarship Committee was duly adopted by the Convention.

REPORT OF THE NOMINATING COMMITTEE

CARL J. DAVIS, *Chairman*

Head of Department of Psychology and Guidance at the Perkins School

The Nominating Committee wishes to submit the following slate of candidates for office to the American Association of Instructors of the Blind for the 1960-62 Biennium.

Officers

President—Miss Lois V. Cox
Principal, Maryland School for the Blind
First Vice President—Mr. J. M. Woolly
Superintendent, Arkansas School for the Blind
Second Vice President—Mr. Lee A. Iverson
Present principal, Blind Dept., Florida
School for the Blind and Deaf
Beginning July, 1960, Superintendent,
Iowa Braille and Sight Saving School
Secretary-Treasurer—Mr. Joseph J. Kerr
Assistant Principal, Overbrook School
for the Blind
Immediate Past President, Ex-officio, Mr.
D. W. Overbeay, present Superin-
tendent of the Iowa Braille and
Sight Saving School

July, 1960, Superintendent of Ohio
School for the Blind

Board of Directors

Mr. Stewart Armstrong
Superintendent Ontario School for the
Blind
Miss Aurelia Davis
Director of Services for Exceptional
Children—Atlanta, Georgia
Public School
Mr. Carl S. Davis
Head Department of Psychology and
Guidance
Perkins School for the Blind
Mr. Walter A. Hack
Superintendent of South Dakota School
for the Blind
Mr. Ross Huckins
Teacher at the California School for the
Blind
The full slate of candidates were duly
elected by the Convention.

AMENDMENTS

To The Constitution and By-Laws of the AAIB

The following amendments were adopted
by the Convention:

Amendment No. 1

Section 3 of the By-laws of the American
Association of Instructors of the Blind
shall be amended to read as follows:

The President shall appoint the follow-
ing committees: Membership, Creden-
tials, Legislative, Resolutions, Nomina-
tions, Program, and Necrology. Com-
mittee reports will be presented at the
biennial conventions. The President may
appoint special committees.

Amendment No. 2

Section 5d of the By-laws shall be de-
leted and sections 5e, 5f, 5g, and 5h be
relettered 5d, 5e, 5f, and 5g respectively
to allow for this deletion.

Amendment No. 3

Section 6 of the By-laws of the American
Association of Instructors of the Blind
shall be amended to read as follows:

The expenses of the Association shall be
provided by annual dues of the follow-
ing types:

- a. Regular memberships—annual dues
shall be \$6.00 in 1961, \$7.00 in 1962,
\$8.00 in 1963, \$9.00 in 1964, and
\$10.00 in 1965 and subsequent years.
- b. Student memberships—open only to
students in groups of 5 or more who
are currently matriculated in a col-
lege or university. Annual dues shall
be \$3.00 per year through 1964.
thereafter, \$5.00 per year.
- c. School corporate memberships—an-
nual dues will be based upon the total
enrollment of each school. The Board
of Directors will determine the rate
of assessment against all types of
corporate memberships.
- d. Parent group corporate memberships
—annual dues shall be based upon
the total membership of each parent
group. The Board of Directors will
determine the rate of assessment
against all types of corporate mem-
berships.
- e. Life memberships—the AAIB Life
membership fee shall be \$200 cash
or \$20 a year for 10 consecutive

years or yearly payments of not less than \$20 per year until the \$200 requirement has been satisfied. In addition to regular membership privileges for the lifetime of the member, Life members will receive a special life membership card, a Life Membership Certificate, and a suitable emblem.

- f. Associate memberships—annual dues shall be \$2 per year. Associate members shall not be qualified for subscription or voting privileges.
- g. Contributing memberships — annual dues shall be \$10 to \$49.
- h. Sustaining memberships — annual dues shall be \$50 to \$499.
- i. Patron Standing — patron standing shall be based on a gift of \$500 to \$999. A patron is entitled to a life membership.
- j. Benefactor standing — benefactor standing shall be based on a gift of \$1,000 or over. A benefactor is entitled to a life membership.

From the total amount collected for dues, each qualified member, individual or

corporate, will be provided an annual subscription to the *International Journal for the Education of the Blind*.

Amendment No. 4

Section 8 of the By-laws of the American Association of Instructors of the Blind shall be amended to read as follows:

Provisions shall be made for a suitable compensation to be paid to the Secretary-Treasurer and Executive-Secretary, who shall be custodians of the documents and property of the Association, under the supervision of the Board of Directors. The Secretary-Treasurer and Executive-Secretary must be bonded by a reputable surety Company.

Amendment No. 5

Section 9 of the By-laws of the American Association of Instructors of the Blind shall be amended to read as follows:

A general budget shall be adopted by the Board of Directors and approved by the AAIB Convention, but bills which fall due between meetings of the Board may be paid by the Executive Secretary with the approval of the Secretary-Treasurer.

NECROLOGY REPORT

D. W. OLSON, *Chairman*

Superintendent of Kansas School for the Blind

Above perplexities, bewilderment and earth born fog we can understand but that for death we could never achieve to the vastness of eternity. At last these who have "returned to the bound from which they came" have been placed in the realm of understanding of the words of our Master "I go to prepare a place for you and where I go you shall be also."

From coast to coast and from institution to institution come the names of those who have departed from our rosters during the past two years. We mourn the loss, the devotion, and the unstinting service that these men and women have given to our schools. Were it not for our deep abiding faith in the eternalness of God wherein they continue to serve Him before the Throne of Grace, we would be of all men, wrapped in sorrow. To know, however that:

Unnumbered choirs before the shining throne
Their joyful anthems raise
Till heavens glad halls are echoing with the tone
Of that great hymn of praise.

And all its host rejoices,
And all its blessed throng
Unite their myriad voices
In one eternal song.

These are the names of those who are in the unnumbered choirs:

Alabama Institute for the Deaf and Blind
Mr. Hal C. Graves, Physical Education

Instructor for Boys
Georgia Academy for the Blind

Mr. Frank Stewart Pursley, Supervisor of Music

Illinois Braille and Sight Saving School
Mr. Dale Holmes, Woodworking Teacher

Mrs. Betty Cole, Primary Teacher

Iowa Braille and Sight Saving School
Mrs. Olga Harmon, Senior Girls'

Housemother
Mr. Clarence Hilton, former Gardener and Housefather

Mrs. Ida Jewel, former Housemother

Miss Lilly Kingstedt, former Music Instructor

Mr. Mark Nessen, former Industrial Arts Instructor

Dr. C. S. Olson, former Piano tuning Instructor

Miss Anna May Sansom, former Vocal Music Instructor

Kentucky School for the Blind

Mr. Samuel J. Ritchie, Music Instructor
Louisiana School for the Blind
Mrs. Inez Bendily, former Housemother
and Matron

Maryland School for the Blind
Mr. Robert D. Bartlett, Board Member
Mr. Edward B. Wright, Board Member
Bertha M. Fleetwood, Housekeeper
Mr. Harvey Blanton, former Business
Manager

Missouri School for the Blind
Mrs. Frances Burkhardt, Board Member

Nebraska School for the Blind
Mr. N. C. Abbott, former Superintendent

North Carolina School for the Blind and
Deaf

Miss Gertrude Fisher, Music Teacher

Miss Nell Owen, Housemother

Mr. Carter Cox, Music Teacher
Ohio School for the Blind

Mrs. W. G. Scarberry, wife of
Superintendent

Mrs. Carolyn Jenkins, Houseparent
Ontario School for the Blind
Mrs. Robert F. Troughton, Teacher

Perkins School for the Blind
Miss Grace MacKinnon, former
Housekeeper

Miss Judith Silvester, former
Housemother

Royer-Greaves School for the Blind
Walter S. Perry, Business Manager

Tennessee School for the Blind
Mrs. Mattie Gill, Senior Girls'
Housemother

May we have a moment of silent prayer.

FINANCIAL REPORT AND PROPOSED 1961 BUDGET

MAURICE OLSEN, *Executive Secretary*

St. Louis, Missouri

Under the directive of the AAIB Board of Directors, the Executive Secretary shall

- Receive, and give receipts for, all funds of the Association.
- Disburse all funds and serve as co-signer, with the Secretary-Treasurer, on all checks.
- Devise and keep accurate records of all financial transactions.
- Assist in the preparation of AAIB budgets.
- Furnish a fidelity bond, paid by the AAIB, subject to the requirements of the Board of Directors.
- Cooperate in the preparation of an annual audit by a Certified Public Accountant.

An audit of AAIB financial records was made by the Firm of Certified Public Accountants, Rabenau and Slais of St. Louis, Missouri, this spring and the report of this audit reads, in part,

"We have examined the accounts and records of the American Association of Instructors of the Blind, Inc. for the

period from June 3, 1958 to December 31, 1959—Our examination of receipts was confined principally to tests of the deposit of recorded receipts in the authorized depository. Cash disbursements were verified by examination of paid checks and supporting invoices. The cash balances at December 31, 1959 were verified by certification from depositories, and securities were inspected by us."

There was an accompanying statement of financial position and statement of cash receipts and disbursements which I will not read now since I think you would be more interested in a statement of financial condition as of June 1, 1960.

As of June 1, 1960 we had a balance of \$16,330.68 in the operating fund and \$15,400 in special funds such as the scholarship fund, ICEBY Delegate Fund, Convention Fund, etc.

Cash receipts and disbursements for the period June 3, 1958 to June 1, 1960 were as follows:

RECEIPTS

Membership dues	\$22,449.40
Operating Grant	12,500.00
Other	1,682.34

Total

\$36,631.74

Specific Grant Receipts Totaled \$16,250.00 additional.

DISBURSEMENTS INCLUDED:

Expenses of salaries	\$10,612.48
Travel	6,457.76
Office expense	3,193.37
Convention Proceedings	2,484.89
Committees and Workshops	436.60
Other Professional Activity Expenses	2,772.99

Total expenses

\$28,958.09

Specific Grant disbursements

7,250.00

Total Disbursements

\$36,208.09

Although we still seem fairly solvent, I might point out that in a two year period from June 3, 1958 to June 1, 1960 we received \$24,131.74 not counting the balance on hand and grants from other organizations. In the same period of time we spent \$28,958.09 on expenses or ran a deficit of close to \$5,000 in two years. In a 10 month period from August 1, 1959 when the Executive Secretary was hired to June 1, 1960, we received \$10,998.42 not counting balance on hand or grants from other organizations while we spent \$20,040.02 in expenses in the same period for a deficit of \$9,041.60 for 10 months. Since January 1 or for the past 5 months we received only \$3,140.36 other than balance on hand or from grants and spent \$13,460.99 in ex-

penses for a deficit of \$10,320.63 for 5 months. Even though we have a non-encumbered balance of \$16,330.68 as of June 1, 1960, we are currently operating at the rate of a \$2,000 deficit per month which would mean we need an additional source of money within 9 months. Of course, memberships will bring in some money in the fall but we still averaged close to a \$1,000 deficit per month this last Fall, Winter, and Spring. Although the \$12,500 operating grant is expressly for making up this deficit, our energies should be turned toward becoming a self sufficient Association.

The Proposed Budget for 1961 is as follows:

Memberships	\$12,350.00	
AFB Operating Grant	12,500.00	
Other Sources	1,000.00	
Total Income		\$25,850.00
Salaries	\$17,150.00	
Travel	6,000.00	
Office Expense	2,850.00	
Organizational Expense (Workshop and Committees)	4,000.00	
Convention and Proceedings	1,500.00	
Professional Activities:		
Contracting for subscriptions to Journal		
Expenses of the Braille Authority		
Dues to the ICEBY and WCWB		
Fund for AAIB delegation to 1962 ICEBY Convention	7,225.00	
Total Expenses		\$38,725.00

These add up to total anticipated expenditures of \$38,725. Excess of disbursements over receipts are anticipated to be \$12,875 which, when subtracted from the anticipated balance of \$15,000 would leave us with a \$2,125 balance December 31, 1961. Although this balance sounds small, it is hoped that other operating grants and

donations can be solicited by the end of 1961. However, since we cannot anticipate these donations or grants with enough confidence at the present, I did not include them in the budget yet.

The Financial report and proposed 1961 budget were duly adopted by the Convention.

REPORT OF THE RESOLUTIONS COMMITTEE

V. R. CARTER, *Chairman*
Superintendent of Oklahoma School for the Blind

The committee, composed of Mr. Durward A. Hutchinson, Miss Beatrix Baird, and the chairman, offers the following resolutions for the consideration of the 45th Biennial Convention:

1. **BE IT RESOLVED** that a letter of appreciation be directed to the State of Tennessee through Mr. Joe Mor-

gan, Chairman of the State Board of Education, and a member of the Commission of Education, expressing the gratitude of the American Association of Instructors of the Blind for permission to hold this 45th Biennial Convention in the facilities of the Tennessee School for the Blind, and for placing at the disposal of the Association every necessary facility, and

BE IT FURTHER RESOLVED that this convention express its deep appreciation to Superintendent E. J. Wood of the Tennessee School for the Blind, and to his entire staff, students, and patrons of the school for the hospitality, entertainment, and provisions for the welfare and enjoyment of the members attending the convention, and

BE IT FURTHER RESOLVED that letters of thanks be sent to Mr. Jesse Mallory for his most excellent and entertaining performance, given gratis at the banquet of the Association; and to speakers who so ably contributed of their professional knowledge to promote the success of the convention.

Resolution carried.

2. **WHEREAS** the administrative decisions which have been issued from Government offices in Washington, D. C. have resulted in the exclusion of some of the blind children of the residential schools of our land from the benefits of Public Law 85-864, commonly known as the National Defense Education Act, and are therefore discriminatory of this segment of our state public school systems in these instances, and

WHEREAS this discrimination exists without the intention of the Congress of the United States,

THEREFORE BE IT RESOLVED that the American Association of Instructors of the Blind, in Convention at Nashville, Tennessee this 30th day of June, 1960, does hereby request that all residential schools for the blind, as a part of the public school systems of our land, be included under the benefits of Public Law 864.

Resolution carried.

3. **WHEREAS** there is a need for the present three-member Braille Authority to more adequately represent areas of interest and competencies, such as Mathematics and Science, the Literary Code, Music, and those agencies interested in the production of Braille materials such as Federal agencies, volunteer Braille organizations, and publishers of Braille material,

THEREFORE BE IT RESOLVED that the three-member Braille Authority be expanded to a seven-member Authority with representation covering the fields named herein insofar as possible.

Resolution failed to carry.

4. **WHEREAS** Mr. Finis E. Davis, Superintendent of the American Printing House for the Blind, has served the blind of our nation and of the world over a period of many years faithfully and with zealous devotion to duty, and

WHEREAS Mr. Davis has been elevated to the honorable position of President of Lions International for the 1960-1961 year, beginning July 1, 1961

THEREFORE BE IT RESOLVED that the American Association of Instructors of the Blind, which Association has been served by Mr. Davis as its president, go on record congratulating and extending to him its warmest regards and best wishes for a most successful year in the presidency of this great international organization.

Resolution carried.

5. **WHEREAS** the American Association of Instructors of the Blind deems it an honor to have delegates to the International Conference of Educators of Blind Youth meeting in Hanover, Germany, August 3-18, 1962, representing the United States of America; and,

WHEREAS the limits circumscribed by time, finance, ability, and experience in international affairs make the selection of these persons by the convention as a whole an exceedingly difficult, if not impossible task,

THEREFORE BE IT RESOLVED that the convention approves the process of selecting, by a committee appointed by the President of the AAIB, of the delegation of the United States to the International Conference of Educators of Blind Youth in Hanover, Germany, August 3-18, 1962; and

BE IT FURTHER RESOLVED that the AAIB membership approves the endorsement by the Board of Directors of the panel named by the Selections Committee, and

BE IT FURTHER RESOLVED that, in the future, the Selections Committee shall submit to the membership of the AAIB a panel of nominees from which delegates shall be selected by the membership of AAIB. The last paragraph is an amendment made from the floor by Ross Huckins, of California, seconded by Lester Best of Missouri.

Resolution as amended was carried.

PURPOSE AND ORGANIZATION OF WORKSHOPS

SAMUEL C. ASHCROFT, *Workshop Coordinator*
Assistant Professor in Education of Exceptional Children
George Peabody College for Teachers
Nashville, Tennessee

As Coordinator of the workshops of the 45th Biennial Convention of the AAIB it is my pleasure to welcome you to Tennessee and to the Convention. You will note that the theme of this Convention is "Meeting Today's Challenge in the Education of Blind Children". For the next four days we will be working intensively together in implementing this theme in behalf of the visually handicapped children of our country and Canada.

The purpose of my brief comments to you at this second general session of the Convention is to discuss the purposes and organization of the workshop sessions. Our purpose is to foster personal professional growth and development for better educational services to visually handicapped children. We are fortunate to have our meeting organized as a workshop type of Convention. Those who remember as far back as the Philadelphia Convention will recall that many of us prepared lengthy, dull, and dry papers to be read before small groups of individuals whose attention to such reading was very difficult to maintain. Since that convention, we have been fortunate to work together in small interest groups sharing information together in the workshop way of learning. This type of organization provides a much more inspirational and pleasant approach to the important task of personal professional growth and development. As we work together in this setting I am sure you will find much help and inspiration from sharing ideas together.

Our keynote speaker of last night likened our challenge in the education of blind children to a kite utilizing the wind to rise to meet the challenge. He made the point that a kite could only fly when it met the challenge of the winds of which it is borne. I have been hoping you would not assume that he was advising that "we get as high as a kite". I would like to suggest that rather than getting "as high as a kite" that you "get a glow on". A distinguished author has written, "He who would kindle another, must himself glow." If we are to kindle blind children,

to motivate them to high achievement, we must ourselves "glow". It is in the interest of getting this "glow" on that we assemble together in this professional growth and development experience.

Your workshops are listed in your programs. Your room assignments are listed there also. Although many of you have listed many workshop groups as being of interest to you, it is necessary that we insist that you get committed to one workshop and stay with it throughout the convention time. Will you therefore, please make a commitment to a single workshop and stay with it throughout the time?

Now I would like to make some suggestions that I hope will stimulate you and assist you in developing the work of the workshop groups. First of all I would like to suggest that you plan your work and work through that plan during the course of the coming four days. Secondly, I would like to urge you to think of your commitment to this workshop as a two-year commitment. If we are going to make real progress and a contribution in "Meeting Today's Challenge in the Education of Blind Children" we need continuity of our workshop groups between conventions of the AAIB. I hope, therefore, that you will plan two years of work. I hope that you will budget at least a \$100 worth of interim activity and much more if you have a big idea to implement.

Thirdly, I would like to urge you to stay "task" oriented. Don't get "ego-oriented". We all know that our field has been characterized by controversy. Even chapters in our professional literature have been headed "Battles of the Types," "War of the Dots". Early AAIB Conventions were often characterized by running personal feuds which went on in the course of the Conventions. I urge you to stay "task-oriented" in "Meeting Today's Challenge in the Education of Blind Youth" and not to get "ego-oriented".

Most conferences of this type that have been characterized by failure tend to be so called because there was failure to encourage wide participation, to get maxi-

mum contribution from the group, for the membership to give of themselves, to share, and to be receptive to the ideas of others. Therefore, let me urge you to participate and to contribute to the greatest extent that you possibly can. I have urged our leadership in the workshop conventions not to be so concerned with the development of any specific emergent outcome but to encourage wide participation

and contribution. I think if we all participate the outcomes will take care of themselves.

Finally, I would like to urge you to think big, to be creative, to stretch your mind, to get that "glow on" which will help you more adequately to "Meet Today's Challenges in the Education of Blind Children."

BUSINESS EDUCATION WORKSHOP

MISS NELLE JOHNSON, *Chairman*
MISS RUTH WILLIAMS, *Co-Chairman*
MRS. C. JACKSON HOLT, *Recorder*

As the previously elected chairmen and recorder were not present at the first workshop session, Miss Nelle Johnson agreed to act as chairman, Miss Ruth Williams as co-chairman, and Mrs. C. Jackson Holt as recorder.

There was an exchange of ideas as to the introduction to typing in the curriculum and how long it should be pursued. Each participant mentioned the courses she taught in her school and the year in which the courses were taught.

Points of view on the problems of the placement of blind students in commercial jobs were expressed. It was the consensus of opinion that the business education departments of schools for the blind needed to convince the guidance organizations of the blind and the general public that business education students are ready to be employed when they graduate, eliminating the necessity of going to business school.

Various typing textbooks, typing tables, bookholders, type cleaners, and other typing materials were presented by various members of the workshop. Those knowing the source of these materials offered to send names and addresses of workshop members to the manufacturers and publishers requesting them to send price lists and catalogs to each one.

It was the recommendation of this group that handwriting be taught in the lower grades rather than by the typing teacher, but that students in the typing classes should sign their names to the letters they type.

The group as a whole was concerned about the careless typing of assignments

in subjects other than typing even though pupils habitually did nice work in typing classes. It was suggested that we ask co-operation of teachers of these subjects in requiring higher standards of typed work.

Detailed information that has been compiled in our workshop will be sent to each member by the present chairman. Additional information which we did not have available at the workshop will be submitted by each one to be used in a newsletter which will be initiated in the fall. Plans for visitation to neighboring schools and regional workshops will be pursued in our newsletter.

During the next biennium the business instructors attending the workshop will make efforts to find satisfactory textbooks and materials which will be brought to the next convention.

It is recommended that our name be changed from the **Commercial Arts Workshop** to the **Business Education Workshop** as this terminology is more in use at the present time.

Officers elected for the 1960-62 biennium are:

Chairman—Miss Nelle Johnson
Co-Chairman—Mrs. Mary Lou Foster
Recorder—Mrs. C. Jackson Holt

Participants in the Business Education Workshop:

Miss Jean De Boer, School for the Blind, Lansing Michigan

Mrs. Mary Lou Foster, Western Pennsylvania School for Blind Children, Pittsburgh 13, Pennsylvania

Mrs. Martha F. Gordon, Tennessee School for the Blind, Donelson, Tennessee

Mrs. C. Jackson Holt, Virginia School for the Deaf and the Blind, Staunton, Virginia

Mrs. M. Victoria Horner, Louisiana State School for the Blind, Baton Rouge, Louisiana

Miss Nelle Johnson, Missouri School for the Blind, St. Louis, Missouri

Mrs. Jewell P. Lee, Alabama School for White Blind, Talladega, Alabama

Miss Vera McNally, Ontario School for the Blind, Brantford, Ontario, Canada

Miss Peggy Miller, Perkins School for the Blind, Watertown, Massachusetts

Mrs. T. W. Nance, Texas School for the Blind, Austin, Texas

Miss Martha C. Schneider, Kentucky School for the Blind, Louisville, Kentucky

Miss Ruth E. Williams, Iowa Braille and Sight Saving School, Vinton, Iowa

GUIDANCE WORKSHOP

FLOYD CARGILL, *Chairman*

MRS. RACHEL F. RAWLS, *Co-Chairman*

BOB McQUIE, *Recorder*

The Guidance Section of the 45th Biennial Convention of the American Association of Instructors of the Blind, in its third convention as a full-fledged workshop, was seven members strong and favored with the attendance of some twenty visitors. Fine talks and lively discussions were the order of the session, as the group closely followed the pre-convention program which was so ably planned and arranged by Chairman Floyd Cargill.

The attention of the workshop was called first to the problems of "Guiding the Emotionally Disturbed Child in a School Setting." Mr. John Belton, Psychologist, Perkins School for the Blind, presented both sides of the question concerning provisions for such a guidance program. On the positive side, he cited the empty spaces which will come as enrollments drop while the retrolentals pass on through our programs and the likelihood of filling them with the multiple handicapped children. He also mentioned that many clinics and treatment centers will not work with blind children and most have long waiting lists.

On the negative side or the side where difficulties are to be encountered, Mr. Belton noted that there must be some real changes in the primary educational purpose of our schools, that there will be problems of securing an adequately trained staff and of financing the program, that there must be consideration of what effect this program might have on our so-called normal children, that there must be closer work with parents and their feelings, and that the public's attitude toward emotional disturbance will not change quickly or easily.

Certainly the problem of helping the disturbed child will have to be squarely faced, and, even with the many difficulties it presents, our schools may yet provide the best solutions to this problem.

Mr. Thomas Svob, Assistant Superintendent of the Illinois Braille and Sight Saving School, in our second session, told us of the work of his school in "Follow-up Services to Graduates and Other Terminal Students." An IBSSS survey among schools for the blind has shown that many schools do not have a follow-up service and that those which do, use the service mainly to help students obtain positions, evaluate the curriculum, and study the total school program. Illinois will soon do a follow-up study of a portion of its former students, and, with curriculum evaluation receiving the major emphasis, Mr. Svob would greatly appreciate suggestions for the questionnaire and other phases of this study.

During the past 1½ years, the Virginia School for the Deaf and Blind has been vitally concerned with "Using Out-of-School Resources in an In-Service Training Program." Mr. William English, Principal, in our third session, told us of the ready faculty acceptance of this program and the annual election of a four-member Faculty Planning Committee. The folks at Virginia were amazed at the willingness of outsiders, from the home state and throughout the country, to come and have a part in their workshops on programs and services for blind children and adults on a national and international level, on modern mathematics (other schools, including near-by public schools took part in this one and copies of the proceedings are available from Mr. English), and on several

other topics. Only one or two desired speakers have turned them down, and there has been no cost involved, except postage and incidentals. If you want such a program, just plan, use imagination, a little courage and a 4¢ stamp: IT CAN BE DONE (Virginia did it).

In our fourth session, Dr. David P. Torbet, Assistant Professor of Educational Psychology, Butler University, showed us a reproduction of the Ohwoiki-Kohs Tactile Block Intelligence Test, a Japanese test which is being studied in that country for possible use as a measure of intelligence. The test is very similar to Wechsler's Block Designs, with the basic designs and four-centimeter blocks providing different textures of cloth. Dr. Torbet is interested in trying a plastic version, using raised edges, dots, circles, straight lines, and smooth surfaces, and checking it out with just four blocks to see if the same results might be forthcoming.

Dr. Torbet thinks of this test as being just one in a performance scale and welcomes any thoughts or suggestions on his work. He is more concerned with finding the differences in the activities of the tactually effective and the tactually non-effective blind children and adults. He is considering a project which would involve photographing the activities of a sampling of each group and intensive study of these photographs to try to find these differences. This would be the empirical approach to working out a performance scale for the blind in terms of what they think and how they work instead of trying to adapt a test made for the seeing.

"The Interim Work of the Guidance Workshop" was taken up in our fifth session, with Co-Chairman Rachel Rawls as leader. Our plans and projects for the coming biennium will be mentioned later in this report.

"The Place of Occupational Information in the School Curriculum" was our final session topic, and Mr. Floyd Cargill, Social Studies Teacher, Illinois Braille and Sight Saving School, was the speaker. Mr. Cargill stressed the importance of weaving occupational information into the subject matter areas back in the lower grades and making this a continuous area of concern throughout the years of schooling. While an understanding of jobs is most important, the matter of attitudes toward jobs is of at least equal rank and should be continually in the building process.

There are three steps in making occupational choices: phantasy, which takes place in the lower grades; tentative, which takes place in the upper grades and into high school and does not last long; realistic, which takes place in the latter part of high school and later on. The special emphasis upon occupational information should come in the ninth and tenth grades, through its integration into the required courses and through a course in vocations. Mr. Cargill feels that the school has by far the best setting for the provision of vocational guidance and that a very serious mistake is made in waiting until near the end of a school career for the inception of this work.

Several projects on the psychological testing of the blind are now in progress and deserve mention here. Dr. Harriet Shurrager, Illinois Institute of Technology, on an OVR grant, is in the process of standardizing an adaptation of the Performance Scale of the Wechsler Adult Intelligence Scale. Mr. Carl J. Davis, Jr., Perkins, is beginning work on a revision of the Interim Hayes-Binet Intelligence Scale, including standardization, in line with the recent revision of the Stanford-Binet tests. Dr. John Jordan, Michigan State, on a three-year OVR grant, is collecting information on all tests that purport to measure the intelligence of the blind.

Plans and Projects for the 1960-62 Biennium

1. Develop, publish, and circulate a directory of guidance personnel active in work with blind youth.
2. Develop and circulate a round-robin Newsletter.
3. Prepare a statement on guidance and vocational programs for blind children, to be submitted to the 1962 Guidance Workshop.
4. Initiate and sponsor a National Conference on Mental Measurements of the Blind.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Rachel F. Rawls

Co-Chairman—John Belton

Recorder—Miss Mary Whitelaw

Participants in the Guidance Workshop:
John Belton, Psychologist, Perkins School for the Blind, 175 North Beacon Street, Watertown 72, Massachusetts

Floyd Cargill, Social Studies Teacher, Illinois Braille and Sight Saving School, 658 East State Street, Jacksonville, Illinois

Bob McQuie, Counselor, Missouri School for the Blind, 3815 Magnolia Avenue, St. Louis 10, Missouri

Mrs. Rachel F. Rawls, Psychologist, State School for the Blind, Raleigh, North Carolina

A. Charles Weir, Dean of Students, Michigan School for the Blind, 715 West Willow, Lansing 15, Michigan

Miss Mary Whitelaw, Head Social Service, Perkins School for the Blind, 175 North Beacon Street, Watertown 72, Massachusetts

Robert Whitstock, Administrative Assistant, Seeing Eye, Inc., Morristown, New Jersey

HOMEMAKING — ARTS AND CRAFTS

MARCELLE B. REEVE, *Chairman*

EULA SHULTS, *Co-Chairman*

MARIE MOSHER, *Recorder*

Twenty-one people participated in the workshop in Homemaking, Arts and Crafts. The first workshop session was devoted to reviewing the proceedings of the past four workshops and completing the program for the present one. A course of Study in Homemaking for boys was approved and can be obtained from the Chairman, Marcelle Reeve. Two films, "Figure Flattery Through Optical Illusion" and "What Makes it Sew?", were shown by representatives of the Singer Sewing Machine Co.

Miss Marjorie Hooper of the American Printing House for the Blind told the group that in six months the Library of Congress would have Braille copies of Fanny Farmer's Cookbook and a cookbook for diebetics available.

The Homemaking Group, with Arlene Huckins as leader, presented the following ideas: There is a need to start early to study the present class schedules to discover possible double periods for homemaking. Elementary grade teachers should give children experiences in cutting, pinning, and threading needles (using embroidery needles and wire threaders). When the Homemaking teacher starts her pupils on the machine, they should first learn to run it smoothly without the needle, learn the parts and how they work, and learn to sew on paper without thread, before cloth is used.

The Arts and Crafts group with Martha Crockett as leader outlined some problems in that area. They pointed out a need for the development of a statement of the philosophy for an arts and crafts program. There should be a compilation of projects and techniques for this area of work.

There is a need for communication between AAIB members who teach arts and crafts. They also felt that a directory of craft instructors should be compiled for direct mailing.

The Chairman, Mrs. Reeve, presented to each member a copy of a list of arts and crafts which have been successfully used in schools for the blind. This list was compiled by the workshop in arts and crafts given in the summer of 1958 at Hunter College. They were also given a bulletin on Leisure Time and Week-end Activities in Homemaking, Related Arts and Crafts which had been compiled by Mrs. Reeve.

The group visited the Children's Museum and the Arts and Crafts Workshop and Exhibit at Peabody College.

RECOMMENDATIONS:

1. That there be a class in Homemaking for boys.
2. That for more efficient time in homemaking, classes should have double periods and be held on consecutive days.
3. That no more than four or five pupils be in each class.
4. That making a standard course of study or guide for beginning teachers in arts and crafts and homemaking be considered.
5. That the AAIB sponsor a centrally located workshop with college credit for Elementary Teachers in arts and crafts.
6. That the AAIB sponsor a centrally located workshop with college credit for Junior and Senior High School teachers of Homemaking.
7. That teachers be given time off from their regular teaching duties for observation and visitation in their teaching areas in other schools for the blind.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Martha Crockett

Co-Chairman—Gladys Hildreth

Recorder—Mrs. Dorsey Leonard

Participants in the Homemaking, Arts and Crafts workshop:

Daisy Boone, Georgia Academy for the Blind, 2895 Vineville Avenue, Macon, Georgia

Mildred S. Bowman, Virginia School for the Blind, Staunton, Virginia

Martha Crockett, Washington State School for the Blind, 2214 E. 13th Street, Vancouver

Esther J. Ewing, Tennessee School for the Blind, Donelson, Tennessee

Ruth Flannigan, Ohio State School for the Blind, 5220 N. High St., Columbus, Ohio

Lou Ree Gregg, Alabama School for the Blind, Talladega, Alabama

Fanny Allen Hardison, Tennessee School for the Blind, Donelson, Tennessee

Gladys Hildreth, Louisiana State School for the Blind, 1120 Government St., Baton Rouge, Louisiana

Arlene Huckins, California School for the Blind, 3001 Derby Street, Berkeley, California

Irene Jung, Georgia Academy for the Blind, Macon, Georgia

Mrs. M. Dorsey Leonard, Maryland School for the Blind, Overlea, Maryland

Elsie Lott, Maryland School for the Blind, Overlea, Maryland

Mrs. Arthur Mosele, Indiana State School for the Blind, 7725 College, Indianapolis, Indiana

Marie Mosher, Nebraska School for the Blind, 824 10th Avenue, Nebraska City, Nebraska

Marcelle B. Reeve, New York Institute for the Education of the Blind, 999 Pelham Parkway, New York 69, New York

Dorothy Rogers, Ohio State School for the Blind, 5220 N. High St., Columbus, Ohio

Eula Shults, Arkansas School for the Blind, 2600 West Markham, Little Rock, Arkansas

Hazel Stickney, Iowa Braille and Sight Saving School, Vinton, Iowa

HOUSEPARENTS (GRADE SCHOOL)

MRS. DOROTHY REANEY, *Chairman*

MR. GAYTON POSTLETHWAITE, *Co-Chairman*

MRS. IVA KNIERIM, *Recorder*

There were 37 houseparents from 16 states and one from Ontario, Canada registered for this workshop.

We had a warm-up discussion on some of our most important problems: Discipline — the art of correcting without punishment. (1) Find out why act was done, know the child, and be sure he is guilty; (2) Keep the child busy as much as possible. (Fewer numbers in groups and having children in same age groups help greatly.) (3) Talking problems over with teachers is helpful. Teachers and houseparents should work closely together especially on the problem child.

Have more recreation when the child is in the dormitory. Communication with all staff members is beneficial.

In our second workshop, Dr. Everett Wilcox, Superintendent of the Oregon School for the Blind, spoke to us on obligations of houseparents to children. He told us all records of children should be open to the houseparents. We should also make our own contributions to the records. Help should be given to new houseparents

through training on the job and team relationships. Learn where to place children and where they are best suited.

The following topics were discussed: (1) What is a good relationship between child and houseparent; (2) Recognize the child in his needs; (3) Show warmth and patience at all times.

At our third workshop, Mr. Berhow, Superintendent of the Washington School for the Blind, was the speaker. He spoke on the mentally retarded child.

There are three degrees of mental retardation: (a) educable; (b) trainable; (c) totally dependent.

His talk on this subject was most inspiring. He emphasized that some children in each group are trainable and educable. He told us that twenty-five out of thirty in the retarded class become educable.

The remainder of this workshop was spent in filling out questionnaires on mental deficiency. Sets of true and false questions were used to test knowledge.

In the fourth workshop, Mr. Carl Davis of Perkins School for the Blind was our speaker. His subject was: "How to meet the social and emotional needs of children." His points were: (1) the withdrawn child and how to help him — find out why he is withdrawn; special centers for the blind seem to be helpful in meeting his needs, (2) the over-aggressive child—give tasks to make him feel needed, emphasize praise and minimize reprimand.

In the fifth workshop Mrs. King of The Overbrook School spoke on developing techniques and habits; how to make food interesting to the non-eaters; how to teach use of spoon.

We made the following recommendations:

1. Professional psychiatric help and counseling;
2. In-service training;
3. Teacher and Houseparent cooperation.

During the last part of the workshop the Junior High and High School workshop group met with us for joint recommendations.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Una Barlow

Co-Chairman—Mrs. Laura Erickson

Recorder—Miss Anna Jane Smith

Participants in the Workshop for Houseparents (Grade School) were:

Alma Albaugh, Michigan School for the Blind

Una Barlow, Ohio School for the Blind

Elsie Bolton, Iowa Braille and Sight Saving School

Mrs. Lila Casteel, Oregon State School for the Blind

Mrs. Ever M. Davis, Tennessee School for the Blind

Mrs. Sidney Durfee, Perkins School for the Blind

Laura Erickson, Michigan School for the Blind

Miss Ann Gallagher, Kentucky School for the Blind

Miss R. P. Hill, Texas School for the Blind

Mrs. Pearl Hoesle, Iowa Braille and Sight Saving School

Mrs. Annabel Johnston, Missouri School for the Blind

Mrs. Ollie Keenon, Kentucky School for the Blind

Miss Iva Knierim, Missouri School for the Blind

Mrs. Mary Krosky, Kansas School for the Blind

Mrs. Thelma Luedtke, Nebraska School for the Blind

Mrs. Cinthia Mahlow, Michigan School for the Blind

Virginia Mann, Maryland School for the Blind

Mr. Larry McClain, Kentucky School for the Blind

Mrs. Lydia Morrison, Michigan School for the Blind

Mrs. Maude Obrist, Missouri School for the Blind

Mrs. Janice Pfanz, Ohio School for the Blind

Bess Phillips, Nebraska School for the Blind

Esther Pierce, Iowa Braille and Sight Saving School

Gayton Postlethwaite, Batavia School for the Blind

Mrs. Dorothy Reaney, Washington State School for the Blind

Esther Reid, Iowa Braille and Sight Saving School

Margaret Reid, Ontario School for the Blind

Emmeline Rice, North Carolina School for the Blind

Hazel Rodgers, Michigan School for the Blind

R. Schuller, Ontario School for the Blind

Rose Sheldon, Iowa Braille and Sight Saving School

Miss Anna Jane Smith, North Carolina School for the Blind

Mrs. Catherine Sorre, Tennessee School for the Blind

Mrs. Edith Spenst, Oregon School for the Blind

Dorothy Stiles, Maryland School for the Blind

Mrs. Zelma Washburn, Michigan School for the Blind

Mrs. Thomasine Woodworth, Washington State School for the Blind

Mrs. Marcella Zierdan, Washington State School for the Blind

HOUSEPARENTS (JUNIOR HIGH & HIGH SCHOOL)

MRS. ELIZABETH DEFFENBAUGH, *Chairman*

MR. W. R. POWERS, *Co-Chairman*

MRS. ADALINE CUNNINGHAM, *Recorder*

The workshop opened with 29 participating members. The various topics discussed were related to the theme for the convention, "Meeting Today's Challenge in the Education of Blind Children."

1. Social Development of the Child

The child develops through self reliance, sociability and adjustment.

2. Student Council

Purposes and objectives, now organized in the school and dormitory, and problems involved.

3. Houseparent's Professional Growth

General qualifications, new concept of houseparents, and attainment of professional status. Our resource person, Dr. Everett Wilcox, was most helpful in giving suggestions.

4. Disturbed Children

Problems arising among disturbed children were discussed by Dr. Carl Davis, Head, Department of Psychology and Research, Perkins School for the Blind, who stated that emotional disturbances appear to be accentuated during the adolescent period when mental development, social behavior and chronological age are not in balance.

It has been found most effective to work with children in this age range in groups. When a child's behavior is such that it impedes the progress of the normal children in the same group to such a degree that it is harmful, it is wise to remove the children from the group temporarily until he shows some progress. Dr. Davis said it has been found that working with the younger disturbed child usually produces quicker results. He feels houseparents who have emotionally disturbed children in their care benefit by guidance of and consultation with a psychologist or psychiatrist.

5. Staff and Public Relations

Staff — Cooperation among members of the staff is vital. Loyalty to all members and dependability are important.

Public — church, library, public utilities, public schools, businesses, various clubs (4-H, YMCA, YWCA, FFA, FHA, etc.)

The group discussed the benefits which might be derived from a Houseparents' Newsletter sent three times during the school year to, and including contributions from, all residential schools. Mr. Powers of the Iowa Braille and Sight Saving School offered to publish and mail the Newsletter, a copy of which is to be sent to the Executive Secretary of the AAIB as well as all houseparents groups.

We submit the following recommendations which were also endorsed by the Grade School Houseparents:

1. That a committee within the AAIB be appointed to make a study for the purpose of certifying houseparents, the committee to include at least one houseparent who is active in the AAIB, and a report to be made at the next Convention.

2. That a questionnaire be sent from the Executive Secretary of the AAIB to all administrators in which the following information regarding houseparents is included: qualifications, living conditions, salary, duties, number of pupils per houseparent and age range of pupils under each houseparents. The compilation of anonymous replies should be mailed to each administrator.

3. That the AAIB sponsor workshops on a regional basis to be held annually, budget to be submitted later.

4. That the AAIB sponsor a Houseparents' Institute of at least two weeks duration to be held during the summer of 1961, budget to be submitted later.

Officers elected for the 1960-62 Bien-nium are:

Chairman—Mrs. Ada Church

Co-Chairman—Mrs. Elizabeth Deffenbaugh

Recorder—Mrs. Adaline Cunningham

Participants in the Houseparents (Junior and Senior High School) Workshop:

Mrs. M. B. Allen, Halifax, Nova Scotia, School

Mrs. Iola Allmaris, Washington School for the Blind

Miss Mae Bartel, Iowa School

Miss Clara Beckman, Washington School for the Blind

Mrs. Thetis Bishop, Florida School for the Deaf and Blind

Mrs. Nell Carney, Oklahoma School
Mrs. Ada Church, Missouri School
Miss Ora Clarke, Tennessee School for the Blind
Mrs. Eliza Cooper, Tennessee School for the Blind
Mrs. Adaline Cunningham, Colorado School for the Blind
Mrs. Elizabeth Deffenbaugh, Missouri School
Mrs. Josephine Harless, Oklahoma School for the Blind
Mrs. Lucille Harmon, Iowa Braille and Sight Saving School
Mr. R. P. Hill, Texas School for the Blind
Mrs. Vera Hilton, Iowa Braille and Sight Saving School
Mrs. Ed Huber, Iowa Braille and Sight Saving School
Mr. Ed Huber, Iowa Braille and Sight Saving School

Mrs. Vivian Jabauch, Washington School for the Blind
Mrs. Emma King, Overbrook School for the Blind
Mrs. Mae Lawrence, Oregon School for the Blind
Miss Marian McClintock, Maryland School
Mrs. Margaret McInnis, Ontario, School for the Blind
Mrs. W. R. Powers, Iowa Braille and Sight Saving School
Mr. W. R. Powers, Iowa Braille and Sight Saving School
Mrs. Mildred Qaulls, Missouri School for the Blind
Mrs. Eula Ray, Tennessee School for the Blind
Mrs. Ruth Spencer, Michigan School for the Blind
Mrs. Mildred Willson, Michigan School for the Blind

INDUSTRIAL ARTS WORKSHOP

MR. HAROLD H. BATES, *Chairman*
W. H. IBBOTSON, *Co-Chairman*
SAMUEL B. McCLEARY, *Recorder*

The workshop for Industrial Arts Teachers of the Blind at the State University of New York was explained. A study titled "Some Recommended Minimum Standards for Teachers of Industrial Arts and Shop Classes" was reviewed in detail, especially woodwork, machine shop, electricity and chair caning.

It was felt that qualifications were necessary whether college-trained or through experience.

Each member of the workshop told of his situation-type of shop, courses taught, accomplishments and problems. There were discussions following each speaker that made the workshop worthwhile.

In the 5th workshop Mr. S. A. Padgett of the Tennessee School told and illustrated his various aids and methods of teaching radio and TV.

Mr. H. H. Bates, Chairman, took us through his machine shop at the Tennessee School and explained the aids he used and showed the many types of projects his students made.

In the 6th session Mr. Maurice Olser, Executive Secretary of AAIB, gave us an interesting and enlightening talk on compiling reports and information on the Industrial Arts Course at Oswego, New York.

Our recommendation was that each delegate bring a model and plans of one of his popular projects to the next convention.

To continue the work between conventions a committee was appointed for the biennium consisting of: George W. Anderson, Chairman, Michigan School; LeRoy Petzinger, Ohio School; O. W. Holmes, Arkansas School; Samuel B. McCleary, Pennsylvania School and H. H. Bates, Tennessee School for the Blind. This committee will make recommendations for a course of study and offer suggestions of interest to the group.

Officers elected for the 1960-62 biennium are:

Chairman—George W. Anderson, Michigan School

Co-Chairman—LeRoy Petzinger, Ohio School

Co-Chairman—O. W. Holmes, Arkansas School

Co-Chairman—H. H. Bates, Tennessee School

Recorder—Samuel B. McCleary, Western Pennsylvania

Participants in the Industrial Arts Workshop:

George W. Anderson, Michigan School for the Blind

Harold H. Bates, Chairman, Tennessee School for the Blind
 Arnold Graber, Home teacher of Blind, 312 West Midwest, Casper, Wyoming
 O. W. Holmes, Arkansas School for the Blind
 W. H. Ibbotson, Co-chairman, Texas School for the Blind
 Worth Mason, Georgia Academy for the Blind
 C. C. Matthews, Louisiana State School for the Blind

Samuel B. McCleary, Recorder, Western Pennsylvania School for Blind Children
 Carl H. Nowell, Mississippi School for the Blind
 S. A. Padgett, Tennessee School for the Blind
 LeRoy J. Petzinger, Ohio School for the Blind
 Carson L. Priser, Kentucky School for the Blind
 Lonnie Spears, North Carolina School for the Blind

INTERMEDIATE WORKSHOP

DR. MAE DAVIDOW, *Chairman*
 MRS. JOSEPHINE BUELL, *Co-Chairman*
 GEORGIAMAE FRY, *Recorder*

At the Intermediate Section there were twenty-six teachers in attendance. The session time was divided among five areas; namely, arithmetic, language arts, science, social studies, and mobility. One of the sessions was used to attend an address given by an authority on slow-learners, Dr. Leon Charney.

Arithmetic

Many teachers feel that Braille students are a little retarded in arithmetic; therefore, all the grade teachers in a school should work together in improving the skill. It was agreed that both mental and written arithmetic are important to the blind child. However, in teaching either method, the primary teachers should be the ones to initiate it. It was felt that the children should use the same methods throughout the grades. It was pointed out that a teacher may introduce an alternate method if he feels it would be helpful to the child. In the event that the pupil is already familiar with another method and is successful in it, he should be allowed to continue to use it. The linear method as taught at the Perkins School for the Blind was explained in detail.

Language Arts

It was the consensus of opinion that a foreign language could be introduced in the intermediate grades as an enrichment program or may be used to supplement a social studies unit.

Voluntary reading can be encouraged in various ways such as reading clubs, library trips, displays of new books, contests, personal subscriptions to magazines, availa-

bility of books with high interest and low reading level, voluntary transcriptions of books which have particular personal appeal, and classroom reading reports. It was mentioned that talking books should not be used for a slow reader in place of a braille reading lesson.

In order to help children become more aware of spelling, one grade should be given for required words and another for spelling as applied in written work. There should be more emphasis on phonics and oral spelling. In order to get more practice in spelling and in braille, it was suggested that more written work be given such as creative writing, sensory stories, letter writing, impressions of talking books, science stories, daily news items, and dictation.

Improving study skills was felt to be a need in the language arts as well as in other areas. Children should have practice reading and carrying out written instructions. They should be given opportunities to use dictionaries and reference materials. More stress should be given to interpreting diagrams, graphs, and charts. Children should learn to read on a given subject and summarize or outline the main ideas. Teachers should encourage children to find answers for themselves. Supervised study periods are important to the teaching of good study habits.

Science

While there are excellent science texts which should be followed in order to insure a balance and continuity in the science program, and while these books

furnish excellent reading materials and workable experiments, they should not be used to the exclusion of other teaching materials. Community resources should be used to a greater extent. Free materials which are often available may prove quite valuable. The Atomic Energy Commission in Washington, D. C. provides a scale model plant. Science kits may be obtained from the local Coca-Cola Company. American Dairy Council materials include a model farm and milk plant. The intermediate teachers feel that every school for the blind should have a tactual museum containing such things as scale models and toys. In the making is Dr. Gilbert Ulrich's syllabus on science experiments which have proven successful in his teaching at Overbrook.

Recommendations

1. Regional conferences should be held early in 1961.
2. A newsletter, edited by Joe Jablonski of Perkins, should be distributed to members of the intermediate group.
3. A three-dimensional, plastic, table map of the world should be made available for blind children.
4. In view of the rapid progress in the field of science, there should be more frequent revisions in science text books in Braille.
5. Members should bring to the next convention samples of work and devices which have proven helpful to their groups.

Officers elected for the 1960-62 bien-nium are:

Chairman—Mrs. Josephine Buell,
California

Co-Chairman—Mrs. Laurie Goetze, North
Carolina

Recorder—Miss Georgiamae Fry, Kansas

Participants in the Intermediate Work-
shop:

Robert Acosta, Texas School for the Blind
Herbert D. Angus, Florida School

Flora Arthur, Overbrook School for the
Blind

Ruth Bill,

Josephine Buell, California School

Elizabeth Carpenter, Missouri School for
the Blind

Robert R. Davis, 2529 Glenmawr Ave.,
Columbus 2, Ohio

Georgiamae Fry, Kansas School for the
Blind

Warren Germain, Perkins School for the
Blind

Laurie M. Goetze, North Carolina School
for the Blind

Priscella Griep, South Dakota School for
the Blind

Martha Hartman,

S. Houck, Ohio School

Doris M. Henderson, 884 Mallard St.,
Baton Rouge 7, La.

Gay Hitchcock, Georgia Academy for the
Blind

Mabel Hite, Iowa Braille and Sight Saving
School

Alva Howard, Florida School for the Blind
and Deaf

Mrs. M. S. Howell, Tennessee School for
the Blind

Joseph Jablonski, Perkins School for the
Blind

Gertrude Marshall, Arizona School for the
Blind

Willette Marshall, Tennessee School

Elizabeth Muterer, Ontario, Canada,
School

Jeanne A. Perkinson, New York State
School for the Blind

Alice Pursley, Georgia Academy for the
Blind

Gussie Mae Snider, Alabama School

Bertha Wieler

KINDERGARTEN WORKSHOP

MRS. MARION MITCHELL, *Chairman*

MISS MARY OSBORNE, *Co-Chairman*

MISS KATHERINE C. WOOD, *Recorder*

Met with the newly-formed Parent Workshop.

LANGUAGE ARTS WORKSHOP

MR. JAMES EMERSON, *Chairman*

MR. GEORGE McCREA, *Co-Chairman*

MRS. ALTHEA POSTLETHWAITE, *Recorder*

The group chose to discuss the following subjects: Foreign Languages, Spelling, Use of the Dictionary, Creative Writing, Making Literature more Meaningful, Outside

Reading Requirements, and teaching the blind child to sign his name.

In the teaching of Modern Foreign Languages, the group agreed that speaking

and understanding the language are at least as important as the reading and grammar study. Much variation exists in the grade in which foreign language is introduced. The group deplored the introduction of a language in the lower grades with no continuity or tie-in with the language as taught in the high school. Therefore, a recommendation was submitted that a modern language be started as early as possible if there is continuity to the program. If foreign languages cannot be started until high school, the optional, club approach is recommended for interested grade school students. Some schools have promoted the use of a foreign language table in the dining-room, which has proved popular in at least two of the schools.

Since much effort is needed to teach our blind students to sign their names, and since it is not always completed in the senior year, we recommend the study begin in the seventh grade.

The major concern of the language arts group was in the area of promoting better spelling. One of our members, Mrs. Godshall of South Carolina, is making a study to determine what effect, if any, Braille contractions have upon spelling. It is the intention of the group to co-operate in the furtherance of this research. The group further recommended that the study of spelling be continued throughout high school.

The seriousness of the problem of spelling led us to the conclusion that additional emphasis on spelling be included in the class work in each field so that science vocabulary, for example, be the partial responsibility of the science teacher.

The use of talking books in the sixth, seventh, and eighth grades was discussed, and it was the sense of the meeting that students be given Braille books until their reading skill is established. Students who cannot keep up with the grade reading might have alternate assignments from talking books, but it was noted that this would limit progress in spelling as well as in reading.

A Round-Robin letter will be started by the chairman of the group in October to which each member of the workshop will add a sheet describing successful projects, materials, and texts. If the "Glow" is not extinguished by the pressing affairs of home and school, members of the Language Arts Workshop will contribute to and receive six or eight of these epistles throughout the biennium.

A meeting of the workshop during the biennium was considered and if it is found that it will prove helpful to Mrs. Godshall's study, such a meeting will be called by the chairman.

Officers elected for the 1960-62 biennium are:

Chairman—James Emerson, Maryland School for the Blind

Co-Chairman—George McCrea, Overbrook School for the Blind

Recorder—Althea Postlethwaite, New York State School for the Blind

Participants in the Language Arts Workshop:

Heinz Adams, Hadley School for the Blind, Winnetka, Illinois

James Emerson, Maryland School for the Blind, Overlea, Maryland

Janet English, Virginia School for the Blind, Staunton, Virginia

Loree Godshall, South Carolina School for the Blind, Spartanburg, South Carolina

Ann Griggs, Texas School for the Blind, Austin, Texas

Hazel Jenkins, New Mexico School for the Visually Handicapped, Alamogordo, New Mexico

Helen Kramer, Ohio School for the Blind, Columbus, Ohio

George McCrea, Overbrook School for the Blind, Philadelphia, Pennsylvania

Althea Postlethwaite, New York State School for the Blind, Batavia, New York

Dorothy Ronero, Ohio School for the Blind, Columbus, Ohio

Helen Tretheway, South Carolina School for the Blind, Spartanburg, South Carolina

Gertrude Wisdom, Tennessee School for the Blind, Donelson, Tennessee

LIBRARY SCIENCE WORKSHOP

MRS. HELEN JOHNSON, *Chairman*
MRS. GRETCHEN GILLES, *Co-Chairman*
MRS. ADA LEE YELVERTON, *Recorder*

Our Committee approved the recommendations of the 44th Session. In order to further those recommendations, a National

Committee, which will function during the biennium, was set up for the selection of books other than texts.

Each member accepted a certain category of books for consideration. All school librarians will be given the opportunity to make recommendations in each field. The following assignments were made:

Teen-age Fiction—Mysteries and Love Stories—Mrs. Gilles

Teen-age Biography—Mrs. Owens

High School Social Studies — Miss Lowdermilk

Elementary Social Studies, Mathematics, Transportation, Science Fiction—Mrs. Johnson

Adventure Stories—Miss Davis

Western Stories and Historical Novels—Mrs. Hartman

Teen-age Science and General Literature—Mrs. Yelverton

We will use as resources the State lists of preferred books, as well as the Wilson Catalog and other standard library references. We will also consult children's librarians in public libraries.

We request a budget of \$50 per year for expenses.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Helen Johnson

Co-Chairman—Miss Margaret Lowdermilk

Recorder—Mrs. Ada Lee Yelverton

Participants in the Library Science Workshop:

Miss Esther Davis, Tennessee School for the Blind, Donelson, Tennessee

Mrs. Gretchen Gilles, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis 10, Missouri

Mrs. Fern Hartman, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. Helen R. Johnson, Maryland School for the Blind, Overlea, Maryland

Miss Margaret Lowdermilk, Georgia Academy for the Blind, 2895 Vineville, Macon, Georgia

Mrs. Frances Owens, Texas School for the Blind, West 45th St., Austin, Texas

Mrs. Ada Lee Yelverton, North Carolina School for the Blind, Raleigh, North Carolina

MATHEMATICS WORKSHOP

MRS. ELSIE V. UTZMAN, *Chairman*

ROBERT E. BRUCE, *Co-Chairman*

MRS. EVELYN SCHRICKEL, *Recorder*

Mr. Krebs from the Jewish Guild for the Blind discussed the Taylor and Nemeth Codes.

The material using the Nemeth Code has become too large and has therefore been inadequate. It needs to be revised.

There is no international Code in mathematics. The changes needed should be presented in the right manner.

It was suggested that the Nemeth Code should be started in the seventh grade.

Most of the group felt that mental arithmetic should be stressed. The use of the abacus in all grade levels was highly recommended.

Dr. Bruce discussed the 24th yearbook of the National Council of Teachers of Mathematics. A very good thing for all arithmetic and mathematics teachers to have. It deals with grades Kindergarten through 12.

There should be a standard method of pictures in Braille. It was suggested that uncomplicated pictures should be made

smaller. Geometric pictures should be large.

Question: What do you do with illiterate blind in writing arithmetic?

Suggested help for slow learners:

Give individual assignments.

Use workbooks on child's level irregardless of grade.

Use another teacher—adjustment room.

Use peg boards in geometry.

Don't expect to cover all of text book in one year, especially in algebra and geometry.

A mathematics supervisor is needed for all mathematics.

There should be more definite methods used all the way through all the grades.

Use different methods for slow learners than for average and bright children.

Most did not like the Deft Division plan.

Miss Hooper, from the Printing House, requested whenever errors are found in Braille books send her information on the page and line where errors are found.

Dr. Larry Furbush who is connected with Dr. A. F. Schott of "Individualized Mathematics on the Modern Level," explained the use of the American Abacus. He suggested using it in primary grades as well as the other grades. The abacus is only part of a total picture. It has helped many pupils to raise their scores in arithmetic and to have a better concept of number meaning.

Anyone desiring a copy of the report of the Southern Regional Workshop in Modern Mathematics may secure one by requesting one from the Virginia School for the Deaf and Blind, Staunton, Virginia.

The primary teachers should use the proper arithmetic terminology when teaching arithmetic and have the children learn these terms.

Officers elected for the 1960-62 biennium are:

Chairman—Dr. Robert E. Bruce, Virginia School for the Blind

Co-Chairman—Mr. W. T. Hasting, Tennessee School for the Blind

Recorder—Miss Marigold Collins, Ontario School for the Blind

Participants in the Mathematics Workshop were:

Secondary Group

Dr. Robert E. Bruce, Virginia School for the Blind

Mollie Cambridge, Perkins School for the Blind

Harold Hein, Louisiana School for the Blind

Sister Jean Marie, O.P., Lavelle School for the Blind

Mary Miller, Oregon School for the Blind
Raymond Niday, Ohio State School for the Blind

Mrs. Lauretta Rice, Iowa Braille and Sight Saving School

Mrs. Elsie V. Utzman, Arizona School for Deaf and Blind

Elementary Group

Jean Babb, Ontario School for the Blind
Marigold Collins, Ontario School for the Blind

Mrs. Mildred Fewell, Public Schools, Lubbock, Texas

Mrs. J. R. Hartong, Illinois Braille and Sight Saving School

Sister Ignatius, O.P., Lavelle School for the Blind

Daniel Kopecky, Texas School for the Blind

Rosemary Linderman, Pinellas County, Florida

Evelyn Schrickel, Public Schools, Green Bay, Wisconsin

Bemo Specht, Alabama School for the Blind

Rosetta Sykes, Arkansas School for the Blind

Margaret Traub, Kentucky School for the Blind

MOBILITY, ORIENTATION AND TRAVEL WORKSHOP

BEATRIX BAIRD, *Chairman*
HERBERT D. ANGUS, *Co-Chairman*
STEWART E. ARMSTRONG, *Recorder*

In response to numerous insistent requests, a special two-session one-day workshop in Mobility, Orientation and Travel was added to the program of the 1960 Convention. Miss Beatrix Baird of the Maryland School for the Blind agreed to act as chairman. Representatives from each school, school system or agency attending the convention were invited to attend to discuss whether or not there was a felt need for such a workshop on a continuing basis.

Twenty members representing every section of the United States and Canada responded to the invitation and were unanimously agreed that the program chairman for the 1960-62 biennium be requested to

include this new Workshop in program planning and that permission be sought for this workshop to function as soon as approval could be obtained from the Board of Directors.

The need for guidance was obvious both in areas where no programs are presently in operation as well as in areas which are active in this field.

The immediate needs were felt to be literature pertinent to the field, information as to present practices in schools and availability of training courses for staff.

Miss Beatrix Baird was named Chairman and Mr. Herbert D. Angus Co-chairman of the workshop for 1960-62 pending approval for the establishment of such a workshop.

General objectives discussed were a survey of current practices, the listing of all literature available on the topic, the preparation of a suggested curriculum, the encouraging of schools to set up programs in this field and the consideration of the need for standards.

The offer made by Don Walker of the Iowa Braille and Sight Saving School to have his curriculum committee, composed of teachers and houseparents, formulate a questionnaire to be sent to residential schools and day school programs to gather data concerning actual practices in operation and literature available was accepted. This project is to be completed by May of 1961 and the results consolidated and circulated to all concerned.

Mr. A. C. Weir of the Michigan School for the Blind agreed to gather articles available on the topic, mimeograph these and distribute them as above.

It was the hope of the group that regional meetings would be arranged during the biennium and the reports of these be ready for the 1962 Convention.

Officers elected for the 1960-62 biennium are:

Chairman—Beatrix Baird

Co-Chairman—Herbert D. Angus

Participants in the Mobility, Orientation and Travel Workshop were:

Herbert D. Angus, Florida School for the Deaf and Blind

Stewart E. Armstrong, Ontario School for the Blind, Brantford, Ontario

Beatrix Baird, Maryland School for the Blind

Clara Beckman, Washington State School for the Blind

Frank C. Budds, San Mateo, California, Public Schools

Rita Chapelle, New Mexico School for the Blind

Elaine Derutal, Detroit Public Schools

Mrs. Charles Deruham, Dallas Services for the Blind, 4015 Normandy at Preston Rd., Dallas, Texas

William English, Virginia School for the Blind and Deaf

Jane Fox, Odessa Schools, Texas

Montague Harvey, Missouri School for the Blind

Harold E. Heiu, Louisiana State School for the Blind

Clarence Hey, Kansas School for the Blind

Schuyler Houck, Ohio School for the Blind

L. P. Howser, Kentucky School for the Blind

T. Huggins, Arkansas School for the Blind

Mrs. Jopling, Agnes Cotton Elementary School, San Antonio, Texas

Joseph Kerr, Overbrook School for the Blind

Floyd Neorgan, Rehabilitation, Nashville, Tennessee

Mildred H. Olson, Minneapolis Public Schools

W. R. Powers, Iowa Braille and Sight Saving School

Donald L. Walker, Iowa Braille and Sight Saving School

Charles Weir, Michigan School for the Blind

MULTIPLE HANDICAPPED WORKSHOP

ELINOR H. LONG, *Chairman*

SHIRLEY HAHS, *Co-Chairman*

The Workshop for the Multiple Handicapped combined with the Workshop on the Slow Learner and Retarded Child for all sessions during the convention. A decision was made and approval was granted for the permanent merger of these two workshops under the official name of **WORKSHOP FOR THE MULTIPLE HANDICAPPED**.

Highlight of our program was the keynote address by Dr. Leon Charney, Educational Consultant for the National Association for Retarded Children. Because a large number of problems facing the teachers seems to stem from certain administrative practices, it was gratifying to note that Dr. Charney's presentation was so well attended by the superintendents and

principals. His address will appear *in toto* in a forthcoming issue of the *International Journal*. We deeply appreciate Dr. Charney's contribution and wish to express our appreciation to NARC.

Another valuable activity was a field trip arranged by Mr. E. J. Wood to Cloverbottom Home, a state institution for mentally retarded. We certainly thank Mr. Wood, Dr. George L. Wadsworth, Superintendent, and Dr. John Throne, psychologist, for this opportunity.

Following through with the project initiated in Vancouver in 1958, Mrs. Dorothy Konrad presented a manual, *Suggested Activities for Slow Learning and Retarded Blind Children*, which she compiled with the assistance of Miss Hahs and Mrs. Mil-

dred Huffman of the California School for the Blind. Since this material was found to be so helpful, Mrs. Konrad offered to work toward the preparation of another manual suitable for use with trainable children. Also Mr. Wolfe agreed to design a guide for organizing work experience programs for educable children of secondary school age. It is hoped that these reports can be presented at the 1962 convention.

A tape recording entitled **Suggested Be-Attitudes for Use with Mentally Retarded, Emotionally Disturbed Blind Children** was also presented to the group. This was prepared by Mrs. Huffman, who was unable to be with us at this time, and the script will shortly appear in the **New Outlook for the Blind**.

RECOMMENDATIONS:

1. Regional inter-agency planning for the diagnosis, treatment, training, and education of multiple handicapped children.
2. Regional workshops for teachers (Perkins has already volunteered to conduct one of these.)
3. Establishment of teacher training programs in colleges and universities with demonstration school facilities, scholarship help to be provided.

LIST OF MATERIALS DISTRIBUTED:

Six NARC Publications

The Slow Learner—an Overview (NEA Journal Reprint)

Drill Can Be Fun! by Jerrine M. Lucas

Bibliography of Reference Books, compiled by Agnes Ellis

OFFICERS FOR NEXT BIENNIUM:

Chairman—Elinor H. Long

Co-Chairman—Mrs. Sina Waterhouse

Recorder—Shirley Hahs

PLANS FOR 1962 AAIB CONVENTION:

1. Reports on Special Projects — Mrs. Konrad, Mr. Wolfe
2. Compilation of reviews by individual members of textbooks found of value for adaption for use with multiple handicapped children, to present to APH Committee on Textbooks.
3. Continuation of "Tips for Teachers" Project—Mr. Hill
4. Reports on regional conferences held during biennium.
5. Keynote speaker, specialist in field of multiple handicapped.
6. Panel on problems encountered in the teaching of multiple handicapped chil-

dren — panel members selected for their experience in specialized fields in combination with blindness.

Officers elected for the 1960-62 biennium are:

Chairman—Elinor H. Long

Co-Chairman—Sina Waterhouse

Recorder—Shirley Hahs

Participants in the Multiple Handicapped Workshop were:

Ester Barbiti, Iowa Braille and Sight Saving School

Pauline Bennett, Florida School for the Blind

Rosemary Bobka, Perkins School for the Blind

Helen Burhop, Missouri School for the Blind

Elaine Demetral, Detroit Public Schools

Annette Dinsmore, American Foundation for the Blind

Agnes Ellis, North Carolina School for the Blind

Priscilla J. Gooding, Perkins School for the Blind

Lou Ree Gregg, Alabama School for the Deaf and Blind

Shirley Hahs, West Chester Public Schools

Fred Hill, Louisiana School for the Blind

Marilyn Horner, Nebraska School for the Blind

Charles Kirkpatrick, Boy's Village, Columbus, Ohio

Jessie Kennedy, Ontario School for the Blind

Dorothy Konrad, Florida School for the Blind

Mona Linden, Tulsa Public School

Elinor H. Long, Department of Public Instruction

Vernon Malone, North Carolina School for the Blind

Mary J. Mellon, Lower Penns Neck Public Schools

Theresa Miller, Overbrook School for the Blind

Josephine Pace, Oak Hill School for the Blind

Dean Pilgrim, Ladysmith, Wisconsin

Hilma N. Simmons, Kansas State School for the Blind

Sina Waterhouse, Perkins School for the Blind

Juen Warder, Maryland School for the Blind

Susan Weissrock, Oak Hill School for the Blind

Bea Wheeler, Alabama School for the Blind

Eldon Wolfe and Neva Wolfe, Michigan School for the Blind

MUSIC WORKSHOP

MRS. EDWARD W. JENKINS, *Chairman*
 MRS. NADYNE LESSARD, *Co-Chairman*
 MISS ELIZABETH THODE, *Recorder*
 MR. TERRY JORDAN, *Observer*
 MRS. WALTER PERRY, *Guest*

Reports on regional activities during the past biennium and the ensuing discussion led to many suggestions for musical activity in combination, not only with other schools for the blind, but with sighted groups of any given area. The support of local clubs in sponsoring such activity had been found by several persons to be most helpful.

Questions sent in prior to the convention formed the basis for considerable discussion of special problems, such as: creativity in music at the elementary level, practice habits, the partially sighted student who reads ink-print with difficulty but is reluctant to learn braille, how to distribute the teacher's time in dealing with the slow-learning piano student without discriminating against those with more potential, the complex problems of scheduling and the allotment of time to music.

Miss Marjorie Hooper of the APH brought the encouraging news that the braille editions of *The New Music Primer*, *Chart and Instructor's Manual* would be ready by September of this year.

Dr. Irving Wolfe, Professor of Music, Peabody College, visited for a session and discussed the responsibility of the school for musical guidance as related to present day living, the responsibility for acquainting children with music of permanent value, and the satisfaction inherent in providing that music which leads to personal development. Dr. Wolfe cited kindergarten and the beginning grades as a time for stimulating a liking and a desire for music, the succeeding stages for the arousing of curiosity, and the later elementary level for the development of skill. He also suggested some correlation with social studies, and he urges the building of good feeling and respect for ethnic groups through music. During an extensive question period Dr. Wolfe stressed adherence to the ideal of not giving way to the mediocre, but rather of looking upon music not just as fun but as a precious thing to be worked for and treasured.

One session was devoted to a clinical demonstration, in which the entire group participated, of solfege materials for the 4th, 5th and 6th grades, using as a basis "Reading Exercises Designed for the Beginner" by Edward W. Jenkins. A prefatory explanation of the series by Mr. Jenkins outlined the progressive and accumulative nature of the exercises. Class procedures and method of presentation were explained by Mrs. Jenkins and demonstrated by tapes made in classes at the Perkins School.

Dr. Edward Waterhouse of Perkins visited the Workshop and graciously offered to comply as far as possible with requests for the solfege materials.

Miss Evelyn C. McKay spoke to the group on the function and services of the Louis Braille Foundation for Blind Musicians.

Considerable time was given to the reorganization of the regional divisions in order to facilitate more activity during the biennium. A discussion based upon geographic proximity and ease in travel resulted in an increase in the number of zones from five to eight, as follows:

EASTERN

Connecticut
 Maryland
 Massachusetts
 New York
 Ontario
 Pennsylvania

MID-ATLANTIC

North Carolina
 South Carolina
 Virginia
 West Virginia

SOUTHERN

Alabama
 Florida
 Georgia
 Louisiana
 Mississippi
 Tennessee

NORTH CENTRAL

Iowa
 Minnesota
 Nebraska
 North Dakota
 South Dakota
 Wisconsin

CENTRAL

Illinois
 Indiana
 Kentucky
 Michigan
 Missouri
 Ohio

SOUTH CENTRAL

Arkansas
 Kansas
 Oklahoma
 Texas

WESTERN

British Columbia
California
Idaho
Montana
Oregon

Utah
Washington

SOUTHWESTERN

Arizona
Colorado
New Mexico

National Officers elected for the 1960-62 Biennium are:

Chairman—Miss Hortense Forman,
Tennessee

Co-Chairman—Mr. James B. Hayes,
Connecticut

Recorder—Miss Eleanor Thayer, Perkins

Regional Chairmen elected for the 1960-62 biennium are:

Eastern—Mr. John Grapka, Batavia

Mid-Atlantic—Mrs. Elizabeth Ashcraft,
North Carolina

Southern—Mrs. Gladys Funchess,
Louisiana

North Central—Miss Betty Ann Severson,
South Dakota

Central—Mrs. Agnes Horton, Michigan
South Central—Mrs. Dorothy Goodenough,
Texas

Western—Mrs. Nadyne Lessard,
Washington

South Western—Mr. Harry Ditzler, New
Mexico

Participants in the Music Workshop:

Mrs. Ethan Allen, Mississippi School for
the Blind

Miss Elizabeth Bailey, Royer-Greaves
School for the Blind

Miss S. Ruth Barrett, American Bible
Society

Lester Best, Missouri School for the Blind

Mrs. J. S. Catley, Louisiana School for the
Blind

Miss Joan Cimino, Western Pennsylvania
School for Blind Children

Miss Mary Davis, North Carolina School for
the Blind

Miss Hortense Forman, Tennessee School
for the Blind

Mrs. Dorothy Goodenough, Texas School
for the Blind

Mr. Forrest Goodenough, Texas School for
the Blind

Mrs. Walter Hack, South Dakota School
for the Blind

Miss Helen Hales, Maryland School for the
Blind

Miss Margaret Hale, Tennessee School for
the Blind

Mrs. Agnes Horton, Michigan School for
the Blind

Edward Jenkins, Perkins School for the
Blind

Mrs. Stella Jenkins, Perkins School for the
Blind

Mrs. Elfreda Johnson, North Carolina
School for the Blind and Deaf

Mrs. Nadyne Lessard, Washington School
for the Blind

Mr. John Meldrum, Oklahoma School for
the Blind

Mrs. Julia Raymond, Missouri School for
the Blind

Miss Margaret Riegel, Tennessee School
for the Blind

Betty Ann Severson, South Dakota School
for the Blind

George A. Smale, Ontario School for the
Blind

Glen Sloan, Indiana School for the Blind

Raymond Sykes, Arkansas School for the
Blind

Mrs. J. M. Theus, Louisiana School for the
Blind

Miss Elizabeth Thode, New York Institute
for the Education of the Blind

Miss Adele Trytko, Perkins School for the
Blind

William Warder, Maryland School for the
Blind

Mrs. Etta Vogts, Maryland School for the
Blind

PARENTS WORKSHOP

MRS. WILLIE T. BENNETT, *Chairman*

MISS MARY OSBORNE, *Co-Chairman*

MRS. MARION MITCHELL, *Recorder*

Two parents with the wholehearted assistance of two kindergarten instructors were the nucleus of what they hope will be the Parents' Workshop of the AAIB.

Present at the first group of meetings were Mrs. Willie T. Bennett, a parent from the Arkansas School; Mr. George Heltzell, Superintendent and a parent himself of a visually handicapped child from the Mis-

souri School; Miss Mary Osborne, teacher and PTA President of her school in Iowa; and Mrs. Marion Mitchell, Kindergarten teacher at the Maryland School for the Blind.

In order to formulate plans for the immediate future, officers were elected. Mrs. Bennett was elected Chairman, Mrs. Os-

borne, Co-Chairman; Mr. Heltzell, Consultant; and Mrs. Mitchell, Recorder.

A request will be made of the AAIB that \$50.00 be the yearly budget allowed the Parents Workshop.

It was felt that parents should be a part of the organization in order to

- (1) Promote good will between home and school.
- (2) Be of value in public relations in the community.
- (3) Be active in promoting movements which would benefit the blind.

The two parents represented in the Workshop felt strongly that if they were to take an active part in the AAIB they should be full-fledged members with the right to vote. Associate members will be encouraged to participate. At the second workshop three more parents from the Tennessee School were present. A discussion was held and activities were suggested which have proved to be worthwhile in making money for parent or parent-teacher groups. Activities suggested were: selling fruitcakes, selling Christmas trees, bingo games, collecting trading stamps in order to purchase needed equipment. It was pointed out that the main function of the parent organization is not moneymaking but developing a close working relationship between home and school and interpreting the needs of the school to the parents.

The advisability of the local parent groups affiliating with the state and national PTA was explored and while it was pointed out that benefits would be derived, it was decided that this was a matter of local concern which should be left up to each state unit.

The intense enthusiasm displayed at the first meetings resulted in planning a con-

ference to be held in Missouri one year from now with two main objectives:

- (1) Plan for the future of the Parents Group.
- (2) To determine the role of the parent in the AAIB Organization.

The program chairman for the 1961 Conference is Mr. Max Woolly; Mr. George Heltzell will be coordinator and chairman of local arrangements. Dr. Francis M. Andrews, Maryland School for the Blind, will be the keynote speaker. Topics suggested by parents to be discussed were:

- (1) Ophthalmological problems
- (2) The disturbed blind child
- (3) Developing good relationships between home and school personnel.

A request will be made of Mr. Olsen that a list be made of parents now leading groups in the schools through the country.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Willie T. Bennett
Co-Chairman—Miss Mary Osborne
Recorder—Mrs. Marion Mitchell

Participants in the Parent Workshop were:

Mr. George Heltzell, Missouri School for the Blind
Mrs. Willie T. Bennett, Arkansas School for the Blind
Miss Mary Osborne, Iowa Braille and Sight Saving School
Mrs. Marion Mitchell, 3212 Chesley Ave., Baltimore, Maryland
Mrs. Julia Raymond, Missouri School for the Blind
Mrs. Vernon Henderson, 518 Cottonwood Dr., Donelson, Tennessee
Mrs. Hugh McJunkin, 2218 Weona Dr., Nashville, Tenn.
Mrs. I. C. Davenport, 2942 Sinbad Dr., Nashville, Tenn.

Guest attending the Parent Workshop was:

Mrs. Walter S. Perry, Royer Greaves School for Retarded Blind

PHYSICAL EDUCATION WORKSHOP

SY HALICZER, *Chairman*
AL EBERHARDT, *Co-Chairman*
DR. CHARLES BUELL, *Recorder*

Eighteen teachers participated in the physical education workshop. Many interesting and valuable discussions were held.

It was the feeling of the group that prior to the purchase of a trampoline, a

school should consider the cost and the fact the activity is highly individualized and not suitable for large groups.

Excuses from physical education are commonly obtained in written form from the

medical department. In addition, some schools require students to come and sit on the bench and study.

Aims in physical education and methods of stimulating participation are similar to those found for normal children. Blind boys and girls are children who happen to have poor vision.

It was the unanimous opinion of the group that because of the nature of physical education, a man should not be employed to teach girls' physical education above the 4th grade. The same may be said for a woman teaching boys' physical education. This is particularly true in schools for the blind where physical contact is common.

Discussion of the group disclosed many differences in the rules of conducting track and field events in schools for the blind in various sections of the United States. A committee was formed to establish rules that would represent the thought of the majority of coaches. It is hoped that all associations for the blind would abide by these rules in the same way that colleges follow NCAA rules. Only a few of the points that need clarification can be mentioned here. In the football throw it should be determined whether it is best for a contestant to perform the event in a circle or with a run toward a restraining line. In running events the length of spikes and wind velocity are factors. Standards for measuring in jumping and throwing events should be made more specific.

Some of the activities in physical education and recreation have much more carry-over value than do others. Some of these are bowling, swimming, golf, croquet, travel, dancing (folk, square, ballroom), ice skating, roller skating, relays, practical exercises, bag punching, weight lifting, tumbling, gymnastics and knowledge of various sports. Scouting is extremely valuable for its carry-over into life outside of school.

There are many activities that require little or no equipment. These activities are very useful to schools and classes for the blind who do not have elaborate physical education facilities. Only a limited number of these activities can be listed here. Relays, individuals contests (Indian wrestling), and tag games require little equipment. Tumbling stunts may be performed on the grass when mats are unavailable. Some other useful activities are stilt walking, hula hoop, rope jumping,

and hiking. Dancing is also very good. Only a ball or a bat or both are needed to play softball, kickball, spud, ball tag, volleyball and other such games. Some track and field events require little equipment. Jumping and throwing events fall into this class. Medicine ball wrestling could be done with a basketball. Camping for children can be made simple and still be of much value to them. Calisthenics are old but not out of date by any means.

The Workshop recommended a summer workshop in boys and girls physical education sponsored by the AAIB, with or without affiliations with other organizations. Such a workshop would be held at a school for the blind or college with suitable facilities for this type of workshop. The school should be chosen by the AAIB board and college credit should be given. Since traveling to the site of the workshop may involve considerable expense for some teachers, funds should be sought to meet at least some of this need.

To make such a workshop of real value it should be carried on for at least one to two weeks under the direction of a committee of experienced physical educators of the blind. This committee should be made up of both men and women.

1. Physical education is extremely important and there is no place where training is offered in this very specialized field.

2. Not only is suitable training unavailable now, but facilities have never existed. It is time that something of a practical nature be done to improve the quality in a subject that requires much training to be taught well.

3. Such a workshop should be open to personnel in the public schools where the quality and quantity of physical education for visually handicapped students often is much less than that offered to boys and girls with normal vision. Properly trained teachers would improve this condition.

- (1) It was recommended by the group that funds continue to be made available by the AAIB for the publication of the Bulletin for Physical Educators of the Blind. The amount required to meet the expenses of this publication for each year is \$60.00. The editor is Dr. Charles Buell, 2722 Derby St., Berkeley, California.

- (2) The group wishes to repeat its 1958 request to locate a source other than the limited one in England where bell balls may be manufactured and purchased. Perhaps some organization in our field, such

as the American Printing House for the Blind, could make some contribution along this line.

(3) The physical education workshop believes that a panel of experienced physical educators should appear at a general session at the 1962 convention to present information that would be valuable to all teachers of the visually handicapped. There is much misunderstanding in education of the blind of the aims, purposes and methods used in physical education. At least one part of such a discussion should point out how physical education is a leading activity to bring about integration for our pupils into society.

Officers elected for the 1960-62 biennium are:

Chairman—Bob Young

Co-Chairman—Joan Brunger

Recorder—William Nelson

Participants in the Physical Education Workshop were:

Beatrice Baird, Maryland School for the Blind
Joan Brunger, Michigan School for the Blind
Charles Buell, California School for the Blind
Rita Chapel, Ontario School for the Blind
Roger Davis, Nebraska School for the Blind
Al Eberhardt, Missouri School for the Blind
Will Evans, Kentucky School for the Blind
Sy Haliczzer, Illinois School for the Blind
Emma Hambrick, Tennessee School for the Blind
Moe Haralson, Tennessee School for the Blind
Gene Hartman, Arkansas School for the Blind
Robert Lightcap, student, Peabody College
Paula Meaux, Louisiana School for the Blind
Bill Nelson, North Carolina School for the Blind
Gene Nelson, North Carolina School for the Blind
Paul Tapia, New Mexico School for the Blind
Bob Young, Texas School for the Blind

PIANO TECHNICIANS' WORKSHOP

JOSEPH B. KLOSTERMANN, *Chairman*

ROGER HELMLINGER, *Co-Chairman*

JESSE MANLEY, *Recorder*

R. EUGENE HARTMAN, *Observer*

Beyond the interchange of ideas, the workshop was predominantly concerned with emphasizing the necessity of providing advanced training for future professional technicians. Our discussions led to the appointment of four committees to work in the following areas:

- (1) To prepare standards of housing and equipment for a piano tuning shop.
- (2) To compile a series of aptitude tests for prospective students.
- (3) To plan a course of study.
- (4) To devise a standard set of examinations for graduates in piano tuning and repairing.

RECOMMENDATIONS:

1. It was re-emphasized that a successful tuning department must be adequately housed and equipped (see 1956 Proceedings.)
2. We re-affirm the 1954 recommendation that the tuning course embrace a minimum of five hundred hours of scheduled instruction and practice.

3. For the prospective Piano Technician advanced training after high school graduation is absolutely essential.
4. In compliance with the recommendations of the Northeastern Regional Conference, committees have been appointed to submit standards in matters of: (a) shop equipment, (b) course of study, (c) standards of graduation examination procedures, and (d) aptitude and qualification tests for prospective tuning students.
5. Members of the Committees mentioned above:

Committee (a)

Jesse Manley, Chr.
Joseph Klosterman
Loren Pelkey

Committee (b)

Sidney Durfee, Chr.
Barna Jones
James Scoggins

Committee (c)

Peter Balter, Chr.
Roger Helmlinger
Sidney Durfee

Committee (d)
James Lee, Chr.
Peter Balter
Eugene Hartman

6. Regional conferences have been planned.

Officers elected for the 1960-62 bien-
nium were:

Chairman—Jesse G. Manley
Co-Chairman—Roger W. Helmlinger
Recorder—Loren A. Pelkey

Participants in the Piano Technicians'
Workshop were:

Peter E. Balter, Maryland School for the
Blind
Sidney Durfee, Perkins School for the
Blind

Roger Helmlinger, Ohio School for the
Blind
Frank L. Hoffmaster, West Virginia School
for the Blind
Barma C. Jones, Georgia School for the
Blind
Joseph B. Klostermann, Iowa School for
the Blind
James A. Lee, Missouri School for the
Blind
Jesse Manley, Michigan School for the
Blind
S. W. McKinley, Texas School for the Blind
Gene O'Barr, Oklahoma School for the
Blind
Loren A. Pelkey, New York School for the
Blind
Beverly Rice, Tennessee School for the
Blind
James W. Scoggins, Kentucky School for
the Blind

PRE-SCHOOL WORKSHOP

MISS CHRISTINE CORNWELL, *Chairman*
MISS ANNETTE L. FREY, *Recorder*

Changes in the pre-school population and the problems attendant on these changes was a major item of discussion this year. A decrease in the total number of young blind children was noted, but these fewer numbers seems to be more perplexing to deal with than formerly. Slow development, both physical and mental, has added more strain to the burden already felt by parents of blind babies. One of the most important and worthwhile efforts of people involved in this area should be toward relieving some of the tensions growing from this burden. Mothers particularly need our understanding and reassurance so that they may be more easy with their child and more willing to face the frustrations presented by work with these difficult children. Advice by well-meaning but uninformed relatives and friends, conflicting statements by authorities, as well as a parent's own sense of guilt or inadequacy complicate the situation. It was agreed that referral to an agency giving pre-school counseling or Nursery care was vital to such a child and his family. A state-wide census for reporting incidents of blindness would be most effective in gaining these early referrals.

Workers in this field also need encouragement and help in meeting the challenge of the atypical child. Meaningful research toward the remedy of specific problems

would be of value. Work-shop type gatherings such as this one would be an aid for comparison of problem areas with suggestions offered that proved worthwhile under specific conditions. Contact with specialists, e.g. neurologist, speech pathologist, ophthalmologist, psychologist, etc., who can interpret to us the difficulties presented by particular children could mean vital assistance for someone struggling alone with an exceptional blind child.

In conclusion, we wish to state that most parents try hard to meet the needs of their young blind children and, on our part, we shall try our best to bring them the moral support and professional help which they need to meet the future with understanding and hope.

Officers elected for the 1960-62 bien-
nium are:

Chairman—Annette L. Frey
Recorder—LaNoel Brazil

Participants in the Pre-school Work-
shop:

Mrs. Carol Bowers, Field Worker for the
Blind and Deaf, Des Moines, Iowa
Miss La Noel Brazil, visiting teacher, New
Mexico School for the Visually Handi-
capped
Mrs. Elizabeth M. Bresse, Maryland School
for the Blind

Miss Christine Cornwell, Overbrook School for the Blind

Miss Edna Fink, Counselor, Detroit Board of Education

Miss Annette L. Frey, New York Institute for the Education of the Blind

Mr. Hernanda Pradilla, student from Columbia, South America, Peabody College, Nashville, Tennessee

Miss Beatrice Ware, Pre-primary teacher, Detroit Board of Education

PRIMARY GRADE I WORKSHOP

MISS ELIZABETH LENNON, *Chairman*

MRS. JOANNA CARGILL, *Co-Chairman*

MRS. JERRINE LUCAS, *Recorder*

As a result of a survey conducted by Miss Lennon, the Chairman, during the past two years, it was decided to call in outside resource people to talk to the workshop members on several subjects found generally to be the greatest problems. We heard a talk on "The Effect on Pupil Achievement When Teaching Arithmetic with the Use of the Abacus" by Dr. L. M. Forbush. In his demonstration, he used an abacus which is being adapted for use by the blind by the American Printing House. This will be incorporated in a program for the teaching of arithmetic which will be tried experimentally in several schools for the blind during the next two years. Recommendations on the adoption of the method by other schools will be forthcoming after that time.

Dr. Lloyd Dunn of Georger Peabody College for Teachers led a discussion on teaching the slow learner in primary grades. It was brought out that a child with an I.Q. of 50 would not be ready for beginning primary reading until he was twelve years old. In a mixed group of achievement levels a teacher must differentiate instruction. Methods suggested to do this were use of free periods or rest periods for individual instruction, use of other children as helpers, non-professional adult assistance, teacher-made teaching-machines such as tachistoscope type or scrambled-book type. Basic readers were described as inappropriate for slow learners since they were formulated with the average child in mind.

Miss Freda Henderson of the Tennessee School for the Blind presented a demonstration on the teaching of beginning reading which included numerous ideas and teacher-made devices for word practice and meaningful, worthwhile independent activities. This was followed by animated discussion and a brief talk on reading

readiness by Mrs. Ruth Mitchell, Tennessee School for the Blind.

As a follow-up of the Vancouver Convention one session was devoted to a display and review of new easy-to-read library books by Mrs. Ada Lee Yelverton, Librarian at State School for the Blind of North Carolina and a report of the Library Committee of the workshop on other books considered valuable by Mrs. Joanna Cargill. It was recommended that certain of these books be put into Braille and the recommended lists of books be presented to the American Printing House. The new Library Committee to study and evaluate new books coming out in the next two years consists of six members: Martha Osborne, Virginia Canan, Ada Lee Yelverton, Margaret Logan, Evelyn Kaufman, Caralee Nelson.

Miss Agnes Ellis of the North Carolina School for the Blind showed the group many number workbooks, teacher editions of number books and commercial and teacher-made aids to use in teaching beginning numbers. A demonstration of how to teach beginning Braille writing lessons on Braille was presented by Miss Mildred Olson of the Minneapolis Public Schools. She emphasized that writing comes after reading and that she teaches dot numbers at the very first writing lesson.

RECOMMENDATIONS

1. The chairman of the next Grade 1 Workshop shall call for a report on Dr. Schott's Arithmetic Experimental Program at the next biennial convention.
2. The American Printing House should consider putting into Braille all of Harper Brothers "Beginner Books" and the "I Can Read" Books of Random House and all other book titles which were recommended by Mrs. Joanna Cargill and Mrs. Yelverton.

3. Paper covers should be used for pre-primers, a cover of intermediate thickness for primers, and hard backs for readers by the American Printing House for the Blind.
4. Sometime before the next convention we should have one or more regional workshops to be originated by Elizabeth Lennon, Edna Morgan, Jean Taylor and others to be contacted at a later date.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Joanna Cargill

Co-Chairman—Mrs. Lucille Scalia

Recorder—Miss Elizabeth Lennon

Participants in the Primary (Grade I) Workshop:

Miss Doris Atteberry, 2030 Maple Street, Muskogee, Oklahoma

Mrs. Irene H. Brannon, Virginia School for the Deaf and Blind, Romney, West Virginia

Miss Joan Cabell Breckenridge, student, Peabody College

Mrs. Violet B. Cannon, Western Pennsylvania School for the Blind

Mrs. Joanna Cargill, Illinois Braille and Sight Saving School

Miss Mary Crose, 921 Albert, Kalamazoo, Michigan

Miss Bettye C. Davis, 1111 Westview Drive, Atlanta, Georgia

Mrs. J. W. Derr, 4300 Alice Avenue, Austin 5, Texas

Miss Ida P. Eatman, 421 Morrison Avenue, Raleigh, North Carolina

Mrs. Ruth W. Evans, Missouri School for the Blind

Janie Fox, 114 Emporia, San Antonio 9, Texas

Miss Freda Henderson, 2154 Bilkourt Ave., Nashville, Tennessee

Mrs. Virginia Hogan, P. O. Box 474, Talladega, Alabama

Mrs. C. B. Holcombe, 511 Meadowview Drive, Jackson 6, Mississippi

Mrs. Doris B. Holt, 1920 Sprunt Street, Durham, North Carolina

Mrs. Marene M. Irving, 1307 Mehanny Blvd., Nashville 8, Tennessee

Mrs. Catherine P. Johnston, Georgia Academy for the Blind, Macon, Georgia

Miss Elizabeth Lennon, State School for the Blind, North Carolina

Mrs. Alan Lindahl, 6318 City Line Ave., Philadelphia 31, Pa.

Miss Dorris Linton, New York State School for the Blind, Batavia, New York

Mrs. Jerrine M. Lucas, 1971 San Rafael St., San Leandro, California

Mrs. Ruth Hall Mitchell, 115 Stewarts Ferry Park, Nashville, Tennessee

Miss Josephine A. Moody, Florida School for the Blind, St. Augustine

Mrs. Robert Morgan, 902 Wynwood, Philadelphia 31, Pennsylvania

Miss Caralee Nelson, 2208 16th Street, Vancouver, Washington

Mrs. Carl Nowell, 1252 Eastover Drive, Jackson 6, Mississippi

Miss Josephine Pace, Oak Hill School for the Blind, Hartford, Connecticut

Miss Vera Pittam, Ontario School for the Blind, Brantford, Canada

Mrs. Kathryn Sarver, Kansas School for the Blind, Kansas City, Kansas

Mrs. Lucille C. Scalia, Missouri School for the Blind, St. Louis

Miss Lois Sivits, Maryland School for the Blind, Baltimore 6, Maryland

Mrs. Lois Tapia, New Mexico School for the Visually Handicapped

Mrs. Jean Taylor, Maryland School for the Blind, Baltimore 6, Maryland

Mrs. Catherine Thomas, School for the Blind and Deaf, Raleigh, N. C.

Miss Elizabeth Throckmorton, Powell School, Birmingham, Alabama

PRIMARY (GRADES 2-3) WORKSHOP

MISS VIRGINIA CANAN, *Chairman*

MISS JENNIE LIEN, *Co-Chairman*

MISS GLADYS CURRIN, *Recorder*

Because of a similar interest in various areas, the Primary (Grades 2-3) met with Primary (Grade 1) for most of the workshop sessions. Proceedings of the meetings can be found in the report of that group. We appreciate their generosity in sharing programs with us.

In the Wednesday afternoon session there was a discussion of arithmetic. Mr.

Benjamin Smith of Perkins, who has been doing research work in arithmetic, met with the group. He stressed the following points:

1. The main purpose of teaching arithmetic in the primary grades is to get understanding of concepts.
2. Work from left to right — mental arithmetic instead of the pencil method.

3. Write partial answers when necessary.

The following aids were suggested to help vitalize the basic concepts in the primary grades:

1. Arithmistic—Ginn and Co.
2. Catherine Stearns Materials
3. Imma Whiz—American Foundation for the Blind

The group recommended that a booklet of supplementary material, compiled by Miss Edna Schmidt, Milwaukee Public Schools, be sent to the Publications Committee of the American Printing House for the Blind, with a request that it be put into Braille and large type. This booklet contains exercises in reading, spelling, and language arts.

The group feels that the workshop produced some exciting ideas and the "Glow" has been kindled.

Officers elected for the 1960-62 biennium are:

Chairman—Mrs. Ethel Ellen Lewis, North Carolina School for the Deaf and Blind

Co-Chairman—Miss Nannie Poston, Louisiana School for the Blind

Recorder—Miss Ruth Willis, Arizona State School for the Blind

Participants in the Primary (Grades 2-3) Workshop:

Mr. Frank C. Budds, San Mateo Public School, San Mateo, California

Miss Virginia Canan, Overbrook School for the Blind, Philadelphia

Mrs. V. R. Carter, Oklahoma School for

the Blind, Muskogee, Oklahoma
Miss Gladys Currin, State School for the Blind, North Carolina

Miss Nell Faulconer, Oklahoma School for the Blind, Muskogee, Oklahoma

Miss Clara Harrington, Louisiana School for the Blind

Mrs. Laura Hoffmaster, West Virginia School for the Blind

Miss Hazel Hughes, Georgia Academy for the Blind, Macon, Georgia

Miss Evelyn Kaufman, 1101 N. 63 St., Philadelphia, Penn.

Mrs. Joan Kelly, Texas School for the Blind, Austin, Texas

Miss LaVern Lambdin, Texas School for the Blind, Austin, Texas

Mrs. Ethel Ellen Lewis, North Carolina School for the Blind and Deaf

Miss Jennie Lien, Minnesota Braille and Sight Saving School

Miss Margaret Logan, Missouri School for the Blind

Mrs. Evelyn W. Moore, Perkins School for the Blind

Miss Martha Osborne, Overbrook School for the Blind

Miss Nannie E. Poston, Louisiana School for the Blind

Mrs. Frances Rector, Iowa Braille and Sight Saving School

Mrs. Era Mae Rickman, Ohio State School for the Blind

Miss Edna H. Schmidt, Milwaukee Public Schools, Milwaukee, Wisconsin

Mrs. Lucille Smith, Alabama School for the Blind

Mrs. Lillie Studt, Kansas School for the Blind

Miss Ruth Willis, Arizona State School for the Deaf and Blind, Tucson, Arizona

PRINCIPALS WORKSHOP

R. PAUL THOMPSON, *Chairman*
BENJAMIN F. SMITH, *Co-Chairman*
WILLIAM BUCKLEW, *Recorder*

In-Service Training of Teachers

Mr. William English, Principal of the Virginia School for the Blind, reviewed some aspects of their in-service teacher training program, which included:

- (1) Use of outside-school resource people to present a look at national and international resources available in various areas related to education of the blind and partially seeing.
- (2) "A modern approach to mathematics" workshop with implications for the blind (copies of this study being available upon request from Mr.

William English, Virginia School for the Blind, Staunton, Virginia.)

- (3) Meetings with primary teachers to consider pre-school information desirable about each child seeking admission to the school.

Other school principals explained the in-service training program in effect in their schools, which included:

- (1) Teacher visits to other schools.
- (2) Demonstration classes led by experienced staff personnel.
- (3) Teacher refresher courses in braille and teaching methods.

- (4) Encouraging participation in special summer school courses related to this field.

Arising from this discussion, the following resolution was passed:

"Resolved that some form of in-service teacher training — involving both the bringing in of outside resource people and the holding of administratively directed meetings with staff people to consider internal school problems—is very desirable for each school to undertake."

Curriculum Development

Discussion was held regarding current practices in curriculum development of the schools. Some of the procedures being followed included:

- (1) Examination of city and state courses of study.
- (2) Investigation of courses of study in use by other schools for the blind.
- (3) Evaluation of the school's present curriculum and methods.

In the development of new courses of study, stress was placed upon using faculty members, expert in their own fields, with the cooperation and guidance of the administration. As a result of this discussion, the following resolution was passed:

"Resolved that we re-emphasize the desirability for each school for the blind to have in continuous operation some form of curriculum evaluation and development involving the cooperative efforts of teaching staff and administration and that this include an examination of materials available from other school systems."

Student Progress Reports

Mr. Lee Iverson, Principal of the Florida School for the Blind, presented materials indicating different types of student progress reports being used by various schools. It was observed that the schools differed in the number of times each year they report student progress to parents. A general practice seemed to indicate that narrative forms are used in reporting achievement in the primary and elementary grade levels, whereas symbol grades are more in use for junior and senior high school levels. It was recommended that frequent review be held of current school reporting methods and forms with the view of improving procedures.

It was held of great importance that students be appraised of their progress as indicated by the reports. It was generally

felt that the teacher should be the one to reveal this information to the student.

Special Lectures

The workshop listened to a lecture by Dr. Lawrence Furbush, of Consultants in Education and an elementary school principal in the state of Delaware, dealing with recent developments in the presentation of mathematics; also, a lecture was heard by Dr. Leon Charney, Educational Consultant, National Association for Retarded Children, which concerned programming of special educational provisions for mentally retarded blind children.

Other Resolutions

—"Resolved that the Executive Secretary of the AAIB be requested to compile, early in the fall of each school year, and circulate to agencies instructing visually handicapped children, a directory containing names and addresses of (1) Administrators, (2) Teachers, (3) Guidance and Counseling Personnel, and (4) Houseparents—currently involved in the education of visually handicapped children. The Principals Department will be willing to assist with the preparation of this Directory in any appropriate way requested."

—"Resolved that the Executive Secretary of the AAIB be requested to initiate leadership toward establishment of regional workshops involving school administration and concerned school personnel to deal with the problems of mental retardation. Be it further resolved that workshops pertaining to other current problems having to do with the education of the visually handicapped be likewise conducted as the needs are indicated."

—"Resolved that Mr. Maurice Olsen, Executive Secretary of the AAIB be commended for his excellent work in issuing and circulating "The Fountainhead," a publication which deals with items of interest about the education of visually handicapped children.

—"Resolved that the Committee of Standards and Evaluation be commended for its admirable efforts in compiling the information contained in the publication, "Some Proposed Minimum Requirements for Schools for the Blind, Volume II, 1960."

Agenda Items for the 46th Annual Convention of the AAIB—Principals' Workshop:

- (1) Student Daily Schedule — Time to be spent in academic and non-academic

demical school subjects on both a group and individual basis.

- (2) Provisions for Mentally Retarded Children.
- (3) Provision for expenses of participants in workshops and conventions on a national and regional basis.

Officers elected for the 1960-62 biennium are:

Chairman—Benjamin F. Smith, Perkins School for the Blind

Co-Chairman—R. Paul Thompson, Utah School for the Blind

Recorder—William Bucklew, Ohio School for the Blind

Participants in the Principals' Workshop:

William Bucklew, Ohio State School for the Blind, Columbus, Ohio

J. E. Chiles, Arkansas School for the Blind

O. R. Denton, Tennessee School for the Blind

William H. English, Virginia School for the Blind

Margaret Esch, Western Pennsylvania School for the Blind

Dr. Walter Evans, Missouri School for the Blind

Richard Hamrick, Tennessee School for the Blind

Lee Iverson, Florida School for the Deaf and Blind

Joseph J. Kerr, Overbrook School for the Blind

Arthur P. Mosele, Indiana School for the Blind

Carl H. Nowell, Mississippi School for the Blind

Paul M. Ruhland, New York State School for the Blind

B. Q. Scruggs, Alabama School for the Blind

Benjamin Smith, Perkins School for the Blind

J. D. Sneed, Georgia Academy for the Blind

Tom Svob, Illinois Braille and Sight Saving School

I. M. Theus, (Mrs.), Louisiana State School for the Blind

R. Paul Thompson, Utah School for the Blind

Don L. Walker, Iowa Braille and Sight Saving School

Mrs. Hazel Weber, Ohio State School for the Blind

Sarah Zwarensty, Michigan School for the Blind

SCIENCE WORKSHOP

MISS ESTHER MURRAY, *Chairman*

MR. HUGH JOHNSON, *Co-Chairman*

MRS. ENID COULTER, *Recorder*

The Science Workshop Group had its first meeting of the 1960 Convention on Monday, June 27th.

We inspected the Baker Science Packet which Miss Marjorie Hooper, of the American Printing House for the Blind, had prepared since the 1958 Convention. There was one volume in ink-print, one in Braille and one set in Braille with ink-print inserts. All present were in favor of the separated Braille and print volumes in standard three-ring binder notebook-type form from which sheets can be removed easily for use during experiments by individual pupils. It was felt that this would be less cumbersome than having large Braille books open on desks during experiments.

We also inspected Heisler's **Biology Manual of Diagrams** which had been tested for meaningful value by blind pupils and their teachers, and found to be very useful.

Mr. Bernard Krebs, Chairman of AAIB-AAWB Braille Authority, visited our workshop. He complimented the group on the looseleaf experiment notebook and the **Biology Manual of Diagrams**, and was pleased with our Science progress, stating that it was a field much neglected in the past.

Mr. Francis Lewis and Mr. Hugh Johnson are preparing grade nine experiments to be compiled during the biennium. Several volumes of science experiments will be available soon.

It has been suggested by Miss Esther Murray of the Ontario School for the Blind, and approved by our workshop, that a Science Essay Contest be promoted among visually limited students.

RULES FOR THE THE SCIENCE CONTEST

1. Competition will be grouped as follows:

Grades 3-6; Grades 7-9;
Grades 10-12.

2. Each essay must contain between 100-300 words.
3. Each school system may submit its best two entries from each of the three groups on the topic, "My Most Interesting Science Experience," typed double-spaced in triplicate in the student's own words.
4. One copy must be mailed to each judge. (Judges will be determined later)
5. Prizes in each group will be \$15.00, \$10.00, and \$5.00 respectively.

RECOMMENDATIONS

1. Miss Hooper suggested that teachers urge their superintendents to procure ink-print copies of "List of New Text-Books" from R. R. Bowker Co., 62 West 45th Street, New York, New York.
2. Budget of \$150.00 requested for Contest Prizes and promotion.

Officers elected for the 1960-62 biennium are:

Chairman—Mr. Hugh Johnson

Co-Chairman—Miss Esther Murray
Recorder—Professor Theodore Sopp

Participants in the Science Workshop:
Mrs. Enid Coulter, Ontario School for the Blind, Brantford, Ontario, Canada
Mr. Ross Huckins, California School for the Blind, Berkeley, California
Mr. Hugh Johnson, Maryland School for the Blind, Overlea, Maryland
Mr. F. E. Lewis, Texas School for the Blind, Austin, Texas
Miss Esther Murray, Ontario School for the Blind
Professor Theodore E. Sopp, Ohio State University, Columbus, Ohio

Visitors:

Dr. Samuel S. C. Ashcroft, Professor of Teacher-Training at Peabody College
Dr. Robert Bruce, Math Teacher, Virginia School for the Blind
Miss Blanche Dougherty, Text-book Consultant, American Printing House for the Blind
Mr. William T. Heisler, Head of Teacher-Training, Perkins School for the Blind
Miss Marjorie Hooper, Braille Editor of the American Printing House for the Blind
Mr. Bernard M. Krebs, Librarian for New York Guild of Jewish Blind

SOCIAL STUDIES WORKSHOP

JOHN D. HARRIS, *Chairman*
W. C. KINNARD, *Recorder*

The Social Studies Workshop had present a rather small representation, attributed to lack of interest or more probably to the fact that social studies subjects are assigned as a sideline to specialists in other fields. The situation of inadequate texts for upper levels was considered. It was suggested that this group be used as a clearing house for texts to be printed and that the group make a definite effort through correspondence to interest those teaching the subjects. Also that the subject matter at various levels be evaluated and social studies groups of all levels be brought together again.

The Senior Social Studies group opened its work with the listing of some of the troublesome problems that affect the teaching of our subject.

The problems appear to be the following:

1. There is a lack of good texts, especially for the advanced classes in Problems of Democracy.

2. The problem of grading properly when there are A and B sections in the same subject proves to be difficult.
3. The problem of how to increase word comprehension is one that must be improved.
4. The problem of being forced to try to cover too much material in one year, especially in Senior American History courses.
5. There is the problem of proper map procurement and how to make map study more efficient.

Means of overcoming these difficulties were discussed. It was suggested that in the absence of good texts that more collateral reading be done by the instructor and presented in a modified lecture form. It was also suggested that magazines, papers, articles, and radio and TV talks be utilized by the instructor to find material to be used as aids to the particular problem of democracy being discussed.

In regard to map use, it was felt that individual instruction would be more effi-

cient. This instruction would be given at a time when the regular class was not in session. It was also suggested that the teachers could at times make their own maps for particular class problems. These maps could be made by making a series of holes in stiff cardboard which the students could follow and cover with modeling clay. This latter work could also be done by the teacher.

It was recommended that Geography be taught in the upper school either as a separate subject or fitted in wherever it was felt it would be of most benefit to the History being discussed.

It was recommended that a list of up-to-date collateral reading be arranged and mailed to each of the participants of this meeting. This would also be available to any History teacher who requested it.

It was felt that suitable tape programs, records and talking books be used. It was recognized that in regards to these, time is an important factor.

It was felt that for at least one of our meetings, both the teachers of the grades and those of the high school classes should work in a common discussion program.

A great deal of useful information was given by the visitor from the Publishing House for the Blind in Louisville, Kentucky. As a result of her suggestion we are each going to buy or have our libraries purchase a book written by R. R. Bowker, *Textbooks in Print*. This book can be secured by writing to Mr. Bowker, 62 West 45th Street, New York, N. Y.

We came to the conclusion that there is not now available in Braille any suitable textbook that can be used in an advanced senior section for a class in Problems of Democracy. We recommend that as soon as possible a suitable textbook be found. Books are available for slower sections in this subject.

A discussion was held on the construction of a social studies program that would start in the fourth grade and continue

through the senior high. We discussed the problem of the slow and fast sections. It was decided that textbooks and teaching methods should vary to suit the ability of the students in the sections. It was suggested that too rigid an advancement schedule should not be forced upon the slower students. The better groups, however, should be allowed to advance as fast and as broadly as the instructor thought possible.

It was decided that the teachers of the different classes know what material had been covered by the students in the previous year in order to avoid duplication of material taught. Frequent meetings of the instructors in the department were recommended.

It was suggested that more teachers of the Social Studies be urged to attend these conferences. In this age dominated by science, anything that would help students to understand better the social problems of the day would be welcome and is needed.

It was suggested that only teachers who have majored in History and related subjects be called upon to teach in these classes.

Officers elected for the 1960-62 biennium are:

Chairman—John D. Harris

Recorder—W. C. Kinnard

Participants in the Social Studies Workshop were:

Wilbur Gillis, Missouri School for the Blind

W. H. Green, North Carolina State School for the Blind and Deaf

Mrs. Louise Hancock, Texas School for the Blind

John D. Harris, North Carolina State School for the Blind and Deaf

W. C. Kinnard, Perkins School for the Blind

Oscar Newman, New Mexico School for Visually Handicapped

Mrs. Helen Tretheway, South Carolina School for the Blind

Mrs. Doris Worthington, Tennessee School for the Blind

SUPERINTENDENTS AND ADMINISTRATORS WORKSHOP

L. P. HOWSER, *Chairman*

JERRY REGLER, *Co-Chairman*

The principal topic for discussion in this workshop was administrative consideration involving multiple handicapped blind children. Each member discussed briefly the

situation in his own state. It was evident that any recommendation must be applicable to the several situations resulting from laws on special education in each state.

(1) It was recommended that the President of AAIB appoint committees of two members, each to work with the Committee on Standards and Evaluations to make a preliminary report, in writing, to the Superintendents in Louisville in October on recommended standards on education and training of multiple handicapped blind children.

The report should include such things as pupil-teacher ratio, pupil-houseparent ratio, special professional services, and special buildings and equipment. Committees should be appointed in areas of mentally retarded, emotionally disturbed, brain damaged, cerebral palsied, epileptic, deaf, aphasiac, and all others with which the schools are working.

(2) Since the Committee on Standards and Evaluation was unable to make recommendations for minimum requirements in the field of industrial arts due to the fact that the schools for the blind generally are not following any prepared course of study, it was recommended that each school evolve a written course of study in industrial arts and allied subjects.

(3) This workshop endorsed the recommendations of the Northeast Regional Piano Technicians Workshop and requests that they keep us advised of any standards on which they agree that are in keeping with those of the Piano Technicians Guild.

(4) It was requested that the Chairman prepare and distribute before October 1st a sample statistical report form. Included should be a definition of terms used on the report. This report form will be discussed in Louisville in October.

(5) This workshop requests that the Committee on Standards and Evaluation be made a permanent committee by amendment to the AAIB Constitution, and that the work of the committee the next two years be that of refining areas that already have been studied with a view of setting minimum and optimum standards, looking toward an accrediting program.

(6) The members read and discussed Federal legislation including that of the American Printing House for the Blind and the Barden Bill, H.R. 12328, "To extend and improve the special education and rehabilitation services provided by the Federal Government."

(7) A meeting of Administrators may be called in advance of the American Printing House meeting in October if it is

felt additional time is needed for the above considerations.

Officers elected for the 1960-62 biennium are:

Chairman—Jerry Regler, Nebraska School for the Blind

Co-Chairman—Joe Shinpaugh, Jr., Virginia School for the Blind

Recorder—W. C. Gill, Louisiana School for the Blind

Participants in the Superintendents and Administrators Workshop:

C. R. K. Allen, Halifax, Nova Scotia

William Allen, Texas School for the Blind
Francis Andrews, Maryland School for the Blind

Stewart Armstrong, Ontario School for the Blind, Brantford, Ontario

Byron Berhow, Washington School for the Blind

Josef G. Cauffman, Overbrook School for the Blind

Finis E. Davis, American Printing House for the Blind, Louisville

Leo J. Flood, Illinois Braille and Sight Saving School

W. Crabin Gill, Louisiana School for the Blind

Walter Hack, South Dakota School for the Blind, Gary

Jack R. Hartong, Educational Supervisor, Illinois Department Public Welfare

George D. Heltzell, Missouri School for the Blind

L. P. Howser, Kentucky School for the Blind

Durward Hutchinson, Indiana School for the Blind

Herbert D. Jeffrey, North Dakota School for the Blind

Frank Johns, Connecticut Institute for the Blind

John Jones, United States Office of Education

Dr. Alton Kloss, Western Pennsylvania School for the Blind

Dorothy Misbach, Consultant, California State Dept. of Education

William T. Heisler, Head of Teacher Training, Perkins School for the Blind

D. W. Olson, Jr., Kansas School for the Blind

Donald W. Overbeay, Iowa Braille and Sight Saving School

Egbert Peeler, North Carolina School for the Blind

Neal Quimby, New Mexico School for the Blind

Jerry Regler, Nebraska School for the Blind

Lee Sanburn, New York School for the Blind

Hugo Schunhoff, West Virginia School for the Blind

Joseph Shinpaugh, Jr., Virginia School for the Blind

Roy Stelle, Colorado School for the Deaf
and Blind

Robert Tegeder, Utah School for the Blind

Edward Tillinghast, Arizona School for the
Deaf and Blind

Robert H. Thompson, Michigan School for
the Blind

Edward Waterhouse, Perkins School for
the Blind, Watertown, Massachusetts

Everett Wilcox, Oregon School for the
Blind

E. J. Wood, Tennessee School for the
Blind

J. M. Woolly, Arkansas School for the
Blind





HV1788

c.1

A

American Association of Instructors of the Blind, 1960

HV1788

A

c.1

AUTHOR

American Association of Instructors

TITLE

tors of the Blind, 1960

DATE

LOANED

Due

BORROWER'S NAME

7/30/73

~~Linker, Joseph & J. G. G. G. G. G.~~



15 WEST 16th STREET
NEW YORK, N. Y., 10011.

C.2

HV 1788
A

Proceedings of the
46TH MEETING
of the
AMERICAN ASSOCIATION
of
INSTRUCTORS OF THE BLIND



BL 10) 662 (9) L

Deauville Hotel
Miami Beach, Florida



June 28 - July 2, 1962

OFFICERS FOR THE BIENNIUM 1960-62

President

LOIS V. COX
Maryland School for the Blind
Baltimore, Maryland

First Vice President

J. M. WOOLLY
Arkansas School for the Blind
Little Rock, Arkansas

Second Vice President

LEE A. IVERSON
Iowa Braille & Sight Saving School
Vinton, Iowa

Secretary-Treasurer

JOSEPH J. KERR
Overbrook School for the Blind
Philadelphia, Pennsylvania

Immediate Past President

D. W. OVERBEAY
Ohio State School for the Blind
Columbus, Ohio

STEWART E. ARMSTRONG
Ontario School for the Blind
Brantford, Ontario, Canada

AURELIA DAVIS
Atlanta Board of Education
Atlanta, Georgia

CARL J. DAVIS
Perkins School for the Blind
Watertown, Massachusetts

WALTER A. HACK
South Dakota School for the Blind
Aberdeen, South Dakota

ROSS L. HUCKINS
California School for the Blind
Berkeley, California

PREFACE

The following is a list of the conventions of the American Instructors of the Blind (1853-1871) and the American Association of Instructors of the Blind (1872-1962) in their proper order:

- 1st meeting: August 16-18, 1853 at New York, New York.
- 2nd meeting: August 8-10, 1871 at Indianapolis, Indiana.
- 3rd meeting: August 20-22, 1872 at Boston, Massachusetts.
- 4th meeting: August 18-20, 1874 at Batavia, New York.
- 5th meeting: August 15-17, 1876 at Philadelphia, Pennsylvania.
- 6th meeting: August 21-23, 1878 at Columbus, Ohio.
- 7th meeting: August 17-19, 1880 at Louisville, Kentucky.
- 8th meeting: August 15-17, 1882 at Jamesville, Wisconsin.
- 9th meeting: August 19-21, 1884 at St. Louis, Missouri.
- 10th meeting: July 6-8, 1886 at New York, New York.
- 11th meeting: July 10-12, 1888 at Baltimore, Maryland.
- 12th meeting: July 15-17, 1890 at Jacksonville, Illinois.
- 13th meeting: July 5-7, 1892 at Brantford, Ontario, Canada.
- 14th meeting: July 17-19, 1894 at Chautaugua, New York.
- 15th meeting: July 14-16, 1896 at Pittsburgh, Pennsylvania.
- 16th meeting: July 12-14, 1898 at Lansing, Michigan.
- 17th meeting: July 9-11, 1902 at Raleigh, North Carolina.
- 18th meeting: July 20-22, 1904 at St. Louis, Missouri.
- 19th meeting: August 21-23, 1906 at Portland, Oregon, at Salem, Oregon and at Vancouver, Washington.
- 20th meeting: July 14-16, 1908 at Indianapolis, Indiana.
- 21st meeting: June 28-July 1, 1910 at Little Rock, Arkansas.
- 22nd meeting: June 25-28, 1912 at Pittsburgh, Pennsylvania.
- 23rd meeting: June 28-30, 1915 at Berkeley, California.
- 24th meeting: June 4-7, 1916 at Halifax, Nova Scotia, Canada.
- 25th meeting: June 24-28, 1918 at Colorado Springs, Colorado.
- 26th meeting: June 21-25, 1920 at Overlea, Maryland.
- 27th meeting: June 27-30, 1922 at Austin, Texas.
- 28th meeting: June 23-27, 1924 at Watertown, Massachusetts.
- 29th meeting: June 21-25, 1926 at Nashville, Tennessee.
- 30th meeting: June 25-29, 1928 at Faribault, Minnesota.
- 31st meeting: June 23-27, 1930 at Vancouver, Washington.
- 32nd meeting: June 27-July 1, 1932 at New York, New York.
- 33rd meeting: June 25-28, 1934 at St. Louis, Missouri.
- 34th meeting: June 22-25, 1936 at Raleigh, North Carolina.
- 35th meeting: June 27-30, 1938 at Lansing, Michigan.
- 36th meeting: June 24-28, 1940 at Pittsburgh, Pennsylvania.
- 37th meeting: June 26-30, 1944 at Little Rock, Arkansas.
- 38th meeting: June 24-28, 1946 at Watertown, Massachusetts.
- 39th meeting: June 21-25, 1948 at Austin, Texas.
- 40th meeting: June 26-30, 1950 at Philadelphia, Pennsylvania.
- 41st meeting: June 29-July 3, 1952 at Louisville, Kentucky.
- 42nd meeting: June 27-July 1, 1954 at Batavia, New York.
- 43rd meeting: June 24-28, 1956 at Worthington, Columbus, Ohio.
- 44th meeting: June 22-26, 1958 at Vancouver, Washington.
- 45th meeting: June 26-30, 1960 at Donelson, Tennessee.
- 46th meeting: June 28-July 2, 1962 at Miami Beach, Florida.

TABLE OF CONTENTS

PART ONE: ADDRESSES AND PAPERS

Page

A.	Address of Welcome—John M. Wallace	5
B.	Response To The Address of Welcome—J. M. Woolly	6
C.	Keynote Address—"Quality Education For Exceptional Children"—Dr. Leo F. Cain	7
D.	President's Report for the 1960-1962 Biennium—Lois V. Cox	13
E.	Remarks by the New President—J. M. Woolly	18
F.	Banquet Address—D. R. (Billy) Matthews	20
G.	Panel Discussion—Mobility—Facilities and Time for Training—Russell C. Williams	22
H.	Panel Discussion—Mobility—Responsibilities of Administrators in Providing Travel Teachers—L. P. Howser	25
I.	Panel Discussion—Mobility—Experiences for Children in Primary and Elementary Grades—Beatrice Baird	27
J.	Panel Discussion—Mobility—Some Concepts on Orientation and Mobility—Robert H. Whitstock	29
K.	Panel on Educational Research—Some Recent Research on Reading for the Blind and Partially Seeing—Dr. S. C. Ashcroft	33
L.	Panel on Educational Research—Research on Testing the Blind—Carl J. Davis	36
M.	Panel on Educational Research—Research—A Need for Collaborative Effort—Dr. Milton D. Graham	38
N.	Panel on Educational Research—Auditory Communication in Education of the Blind—Dr. Carson Y. Nolan	39
O.	Panel Discussion—Self-Concept in Blind Children—Development of the Self-Concept—Carl J. Davis	43
P.	Panel Discussion—Self-Concept in Blind Children—The Self in Process of Obtaining and Maintaining Self Esteem—Dr. Frederick M. Jervis	46
Q.	Panel Discussion—Physical Fitness—Physical Fitness, The President's Council and The Physical Education Workshop Survey—Charles R. Young	50
R.	Results of Physical Fitness Test for Blind Youngsters in the United States	51
S.	Panel Discussion—Physical Fitness—Implications of the Three Screening Tests—Patricia Florine	54
T.	Panel Discussion—Physical Fitness—The Broad Jump Test and Its Implications—Carol Wadell	55
U.	Panel Discussion—Physical Fitness—Running and Throwing Events—Dr. Charles Buell	56
V.	Panel Discussion—Physical Fitness—The 600 Yard Run Test—Claude Ellis	57
W.	Panel Discussion—Physical Fitness Summary—Charles R. Young	58

PART TWO: REPORTS OF ALLIED ORGANIZATIONS

A.	Presentation of Girl Scout Golden Anniversary Plaque to the American Association of Instructors of the Blind—Mrs. James I. Keller	59
B.	Special Meeting—Boy Scout Work with Blind Children—Ross Huckins	59
C.	AAIB-AAWB Braille Authority Report—Bernard M. Krebs	60
D.	Report on the International Journal for the Education of the Blind—Byron Berhow	63
E.	National Committee for Deaf-Blind Children—Edward J. Waterhouse	64
F.	Report of the American Foundation for the Blind—M. Robert Barnett	65
G.	Report of the American Printing House for the Blind—Marjorie S. Hooper	67
H.	Report of the American Association of Workers for the Blind—Marjorie S. Hooper	70
I.	Report of the Council for Exceptional Children—Services which Relate to the Education of Blind Children—Dr. Mamie J. Jones	72
J.	Report of the National Society for the Prevention of Blindness—Mamie J. Jones	73
K.	Report of the Division for the Blind of the Library of Congress—Charles Galozzi	74
L.	Report of Christian Record Benevolent Association—Special Christian Record Services Available to Educators—Chester G. Cross	76
M.	Meeting of National Bowling Association of Schools for the Blind—Dr. Charles Buell	77

PART THREE: COMMITTEE REPORTS

A.	Report of Executive Secretary—Maurice Olsen	78
B.	Regional Meetings Report—J. M. Woolly	81
C.	Report of Membership Committee—Residential—Walter E. Evans	83
D.	Report of Membership Committee—Non-Residential—Jerrine M. Lucas	84
E.	Report of Committee on Teacher Certification—Leo J. Flood	85
F.	Report of the AAIB Publications Committee—Dr. Berthold Lowenfeld	89
G.	Report of the Scholarship Committee—Walter A. Hack	90
H.	Public Relations Committee Report—Francis M. Andrews	91
I.	Report of Legislative Committee—Dr. Edward J. Waterhouse	91
J.	Report of the Resolutions Committee—Frank Johns, Jr.	92
K.	Report of the Nominating Committee—Julia L. Hayes	93
L.	Amendments to The Constitution and By-Laws of the AAIB	93
M.	Financial Report and 1962 Budget—Maurice Olsen	94
N.	Report of AAIB Policy Committee—Ross L. Huckins	96
O.	Necrology Report—Edward W. Reay	98

PART FOUR: WORKSHOP SUMMARIES

A.	Purpose and Organization of Workshops—Jack R. Hartong	99
B.	Reports—	
1.	Business Education	100
2.	Guidance	102
3.	Homemaking, Related Arts and Crafts	105
4.	Houseparents—(Grade School)	107
5.	Houseparents—(Junior-Senior High)	111
6.	Industrial Arts	113
7.	Intermediate	115
8.	Kindergarten	117
9.	Language Arts	118
10.	Library Science	120
11.	Mathematics	121
12.	Multiple Handicapped	122
13.	Music	125
14.	Orientation, Mobility and Travel	128
15.	Parents	129
16.	Physical Education	131
17.	Piano Technicians	134
18.	Pre-school	135
19.	Primary—(Grade 1)	135
20.	Primary—(Grade 2-3)	137
21.	Principals	138
22.	Science	140
23.	Social Studies	141
24.	Superintendents and Administrators	143
C.	Summary of Workshop Reports—Jack R. Hartong	145

ADDRESS OF WELCOME

JOHN M. WALLACE, *President*

Florida School for the Deaf and the Blind

St. Augustine, Florida

President Cox, Chairman Iverson, Mr. Woolly, members of the Board of the American Association of Instructors of the Blind, members of the American Association of Instructors of the Blind, and guests:

You don't know how lucky you are. You are going to be very happy because I forgot and left my speech at home!

And that reminds me of this friend of mine, a superintendent of one of our schools — I won't call his name — who went to a psychiatrist and said: "Doctor, I'm worried." The psychiatrist asked: "What's your trouble?"

"Well doctor, I can't remember anything anymore. My memory isn't that long." Then the doctor asked: "How long has this been going on?" And the superintendent said: "How long has what been going on?"

Another superintendent went to the same psychiatrist for help. The psychiatrist said: "What's your trouble? You look like a healthy man."

The superintendent said: "Little bugs are crawling all over me." And he kept brushing them off and brushing them off.

The psychiatrist said: "Well, don't brush them off on me."

Mine is the most pleasant part on the program tonight and a very special honor as I was asked to extend greetings to this convention of the American Association of Instructors of the Blind. The Florida School is the only one that has a dormitory large enough to house the entire convention in an air conditioned dormitory with dining rooms, with several bars, B-girls, floor shows, a twist contest, a dance studio, a swimming pool, ocean, or what have you.

Incidentally, I saw in last night's paper that five strip joints had been closed. Guess they wanted to clean up things before you arrived.

On behalf of the State Board of Control of Florida and the staff of the Florida School for the Deaf and the Blind, I extend greetings and best wishes for a most profitable and enjoyable convention. We hope that you will have a wonderful time and visit some of the thousands of miles of ocean, gulf, our lakes, our rivers, our springs, and the fabulous Gold Coast extending from South Miami Beach to Bal Harbour. Visit Lincoln Road and some of Miami's famous resort hotels. And don't forget to visit St. Augustine, America's oldest city, which will celebrate its four hundredth year in 1965.

And that reminds me of one of our first grade classes in St. Augustine last year when the teacher was taking the class roll. She came to one little boy and when she asked him his name he replied: "My name is Dammit Jones." The teacher was quite shocked and said: "Now you know that isn't your name." "Yes it is and if you don't believe me you can call my mother."

The teacher called Mrs. Jones at recess and sure enough that was his name. The mother said she had 15 children and when he came along they had run out of names so they just named him Dammit.

Mr. Thomas Bailey of Tallahassee, our Superintendent of Public Instruction, one day was visiting this class. Little Dammit had always had trouble with spelling since entering school, but he wanted to show off so he held up his hand and said: "Teacher, I can spell Constantinople."

The teacher replied: "Dammit, you know you cannot spell Contantinople."

With that Mr. Bailey jumped to his feet and said: "Hell! Let him try."

The officers, Board, committees, and workshop chairmen have worked diligently to make this convention worthwhile, relaxing and entertaining. We hope you will help make it a success.

I would like to read a telegram. It was sent from Tallahassee at 4:13 p.m. today and was received here at 4:28 p.m. and is addressed to John M. Wallace, Deauville Hotel, Miami Beach, Florida. It reads:

"Please extend to the members of the American Association of Instructors of the Blind and to all who are participating in their biennial convention, a warm welcome

on behalf of all of the citizens of Florida. We are honored that Florida was chosen for this forty-sixth convention and hope that their visit with us will be productive and pleasant." Signed: Faris Bryant, Governor of Florida.

So again I say: "Welcome, and let's get into orbit and make this the finest convention ever."

RESPONSE TO THE ADDRESS OF WELCOME

J. M. WOOLLY, *First Vice President*

Little Rock, Arkansas

The AAIB has grown up, it has come of age. For the first time in the more than a century that the Association has served blind children, it has gained the courage to move out of a residential school and into a hotel for its biennial convention. For many years the membership has looked longingly at those magnificent air-conditioned hotels across the street from the convention site, the residential school—the most hospitable spot in the world, yet designed for children and for fall, winter and spring occupancy, not for the mid-summer, 102° torture of us who call ourselves thirty-nine years old.

Some years ago John Wallace resigned the Superintendency of the Arkansas School for the Deaf—my next door neighbor in Little Rock—to accept the Presidency of the Florida School for the Deaf and the Blind in St. Augustine. I was never sure why he left "The Land of Opportunity" to come to Florida. I am sure finances was no factor in the decision. Now, after having sampled this land of sunshine, this area of relaxed and easy living—yes, even the Deauville Hotel in mid-January at on-season rates, I know why John chose to live in Florida.

Mr. Elterman, if the Deauville Hotel lives up to the advance billing given it by Lee Iverson who has been a guest of yours several times while serving as Principal of the Florida School for the Blind, we shall have the most delightful convention ever. He has been telling the Board of Directors of the Association that there was no hotel like yours anywhere

in the country, much less in the south of Florida. We shall remember your welcome and savor your hospitality throughout the convention.

Miami Beach, Mr. Oka, is the school teacher of America, the mecca of vacationland. Since we were advised that Miami Beach was to be the location of our forty-sixth biennial convention, I am sure we have all denied Junior that fourth hamburger and in fact, have done some skimping ourselves in order to be sure to be here on June 28. In checking the record, I find that the AAIB met in Jacksonville, July 15-17, 1890. Why they stopped off in Jacksonville, I will never know, I am sure. Perhaps the Seminoles were still in control of the Miami and Miami Beach area as well as the Everglades.

Dr. Cain, we have come for other reasons, too. I know of no other group of professional people who search as diligently as do the teachers of visually handicapped youth for the answers as to how best to meet the educational needs of their children. A glance at the program will tell you that many of the leaders of American Education, and more especially that facet of education called special such as yourself, have been invited to discuss with us trends, attitudes, developments and techniques. Then too, we shall have reports from the many agencies, organizations, associations, etc. which contribute to our efforts or in whose activities we have a vital interest. We shall as well have reports and recommendations from the committees on whom AAIB leans most

heavily for the real work of the organization between conventions.

Finally, the twenty-four formal workshops which for the last decade have been of such importance to the teachers of the blind children of America will spend at least twelve hours working to meet the

problems which each group considers to be the most important and meaningful.

On behalf of my colleagues, it is my genuine pleasure to accept the Greetings and Welcome which you have so graciously extended us.

KEYNOTE ADDRESS—QUALITY EDUCATION FOR EXCEPTIONAL CHILDREN

DR. LEO F. CAIN, Vice President

San Francisco State College

Outside the family structure, going to school is probably the most commonly shared cultural experience in America today and the entrance of a child into school at about age 6 is not only natural but an exciting thing to which parents and children look forward with great anticipation. The idea of an equal opportunity to go to school is so generally accepted, philosophically and intellectually, that rejection from school can be psychologically and even catastrophically damaging. This, of course, evolves from the basic and traditional attitude in our culture that the desirability of being educated is a prime essential. The assumption that education is valuable is so pervasive in American society that many times individuals are evaluated solely on the number of years in school or degrees obtained. When the products of our schools seem to be lacking we do not question the value of education as such, but rather what is emphasized within the school.

To most people the school is seen as the agency in which the child learns the specific skills necessary to maintain the core values of society. In our society these values include independence, leadership, raising a family, and in general being a good citizen. The individual who cannot accomplish these things or who behaves much differently than others is devaluated. This devaluation is experienced not only by the child, but by the family as well. Children with intellectual, emotional and/or physical deviations are frequently perceived as not being able to maintain these core values and as a consequence lose status. For many children with such deviations, school programs do exist, thus

permitting the exceptional child an opportunity to develop his abilities and reduce the difference between him and other members of society. However, for many handicapped children this opportunity is not available. This hesitancy on the part of the school to include educational programs for handicapped children may be the result of three basic considerations:

1. Divergent philosophical orientations regarding the definition and goals of education.
2. Lack of information about the development of such children and how to design school programs to serve them best.
3. A general defensiveness among educators as to the adequacy of school programs for the normal child.

Criticism of public education has been marked in the past decade, and educators have become overly sensitive and defensive in regard to the adequacy of the job they are doing with children in general. In part, the unwillingness of general educators to assume the responsibility for the jurisdiction of many handicapped children (and I might say parenthetically gifted children) is due to their conception of these programs as placing the schools in an indefensible position. Special programs in which basic academic skills are not stressed cannot, from their point of view, enhance the status of the schools. The value placed on intelligence and achievement in American society is so great that many educators who do initiate programs for these children rationalize their behavior on extra-curricular grounds; that is, they may refer to parental pressure or moral responsibility.

Divergent philosophical points of view in regard to the definition of education also have been a major deterrent to the development of a consistent approach toward the place of handicapped children in the public schools. I should like to mention two points of view.

First, there are those educators who envision education as leading to complete independence of the individual and his active participation in social affairs. They are generally opposed to programs for many handicapped children under the direction of the public schools, and present knowledge supports the contention that many handicapped children will not be self sufficient in the general sense of the term. These educators believe that the individual must have some minimal capacity in regard to generalizing, abstracting, communicating, problem solving, etc., as a prior condition for school inclusion. Further it is stipulated that the only adequate measure of the efforts of education is change in the individual being educated, and that the changes within the individual must lead to social contribution as a direct consequence of the school. By definition then, many of our handicapped children would not meet this criteria.

The second approach defines education as a systematic process through which positive behavioral changes are fostered, consistent with the individual's abilities. These positive behavioral changes are not absolute but relative to the abilities of the individuals under consideration. This definition of education, then, is as broad as the requirements of society, regardless of the generality or specificity of the training required for any particular or group of individuals. I, of course, prefer this second definition which views the goals of education, whether they be independence, leadership, personal and occupational adjustment, as relative rather than absolute factors because within the life situation of most individuals, regardless of how circumscribed, specific competencies can be developed. Here, of course, there is no guarantee that the efforts of the schools will be fruitful in every instance. What is important, however, is that there can be stipulated for individuals with diverse abilities educational experiences which will contribute to increased independence. Whether this independence is specific to the child's fam-

ily, a state institution, or society in general is irrelevant. With this philosophy a community can invest its energy, time and money in developing school programs for handicapped children which will give the parents some feeling that there is a commitment for their child which is not too different from the commitment for any other child. The devaluation and social distance felt by parents is lessened to some degree if an important agency such as the school includes their children in its planning. This, of course, can increase the communication between parents of such children and other parents and free them to participate more actively in community affairs and in general reduce the pressures on the family. To deny these parents the expected and necessary community resources made available to other children not only denies them their rights but increases their hardships greatly.

If you can accept my philosophical point of view and if we are to provide education for exceptional children, we are faced with the problems of both the quantity and the quality of the programs. Quantity is rather easily determined. Much of this is concerned with counting the number of dollars spent, the number of buildings built, the number of children and teachers, the shape and size of desks, and the number of books in the library. Perhaps too many of our school surveys, both national, state and local, have weighed too heavily on the quantity side. For many years the excellence of colleges and universities was evaluated in terms of how much they had of everything. Promotions of professors in many of our leading universities still are determined to a large extent by the length and number of publications between promotion periods with perhaps too little emphasis placed on what is contained in these publications. Many hours are spent in developing curriculum guides which list activities of things to do, books to read, and materials to be purchased. Considerably less time is spent in evaluating the use of these curriculum guides in terms of effective teaching than is spent in developing the guides in the first place.

Quality is often hard to define because it means careful assessments and judgments and reasonable understanding by those who judge of the purpose of programs in order that appropriate standards may be set. If you will look carefully at

the history of education you will find that many qualitative judgments are made about education and educational systems out of context. These judgments naturally increase when any educational system is under attack as ours has been the last few years. Perhaps no other organized activity of our culture, other than perhaps our political organization is subject to judgment by more people than is our educational system. This of course, is natural in a country like America where educational experience has been a common experience for practically everyone. All of our citizens whether they be doctors, lawyers, engineers, business men or skilled labor feel free to evaluate the schools and the teaching profession. Other professions are more protected from such quality judgments. The general public does not feel as free to criticize the professional activities of the legal profession, of the medical profession, or of the engineers. This is usually only done when some major mistake is made by a member of the professional group, and then the public expects other members of the profession to correct this mistake. In other words, the public expects the qualitative judgments regarding the profession to generally be within the context of that profession. If this is the case, this means that any of us interested in quality education must be all the more concerned with how such quality can be assessed effectively.

Let me turn now briefly to another part of the world some 9,000 miles from here—the country of Liberia on the coast line of West Africa. I spent several weeks there during this past summer studying the educational system of that country. Liberia is a country of 1½ million people. It is a Republic over 100 years old, and as most of you know, the present governmental structure was developed by expatriated slaves from this country. The Liberian government is interested in education. The President of the Republic has stressed the importance of universal education in his inaugural addresses. The Secretary of Public Instruction has stated that the country wants to develop the human beings for whose benefits the economic aspects of the country are being developed. He states, "We want to implement an educational program which may be based on a new social order with man and his family at the center". Let us

look for a moment at Monrovia, the capitol city where the communities of Kru and Fantj fishermen daily send their dugout canoes and single sail boats from the beaches of the city out past modern ocean freighters waiting to unload their cargoes and receive the iron, ore, rubber, and agricultural exports of the country. Here is a town becoming a city where tribal communities with thatched mud huts and houses of woven palm fronds snuggle next to modern mass structures of stone and steel which rise to house the government, trade and industry of the new urban dynamic. Tribal huts and modern suburban dwellings stand side by side. In 1956 of the total Monrovia population of 41,000, only 12,000 had attended any school. Of these, 5,000 had no schooling beyond the 5th grade. In 1961 with a population of somewhere between 60,000 and 80,000, only one half the school age children are thought to be in school. It is not too difficult to quantitatively assess this school system. It can be easily seen that the schools in Monrovia have developed over the years as a collection of separate enterprises—private, mission or public, with only loosely established relationships. Many of the public schools are housed in abandoned old houses and churches with makeshift materials and equipment. Only \$27.00 per child per year is spent on schooling. This is low even for West Africa when the neighboring country of Sierra Leone is spending \$93.00 per child. The school system lacks organization and schools vary in size from 43 to 509 students. Classes range in size from very few students to almost 200 students. There is no system of pupil accounting or teacher accounting. Teachers' salaries range from \$30.00 to \$200.00 a month with a median of \$40.00 per month. Teacher frustration is high and teacher absenteeism a serious problem. With this there is naturally a high rate of illiteracy and American essentials such as guidance, school health and vocational education are almost entirely lacking. I need to say nothing about special education. It just doesn't exist. In some areas of the country 80 out of 100 babies born die within the first year of life. The end product of the schools is poor. Many Liberians feel that they are living as guests in their own country as practically all of the skilled work, business operation and professional activity is performed by foreign personnel.

There is no question that the quantity of education in Liberia needs to be extended and that improvement in quality is essential. It is needed in the organization of the school system, in better preparation of teachers, in an improved curriculum with better content, better methods, and better instructional materials and equipment, in more adequate pupil personnel services, particularly in the areas of taking care of the special needs of children—in better health education, in vocational education, and in adult education. The need for improvement of quality is more apparent because of the meager resources so evident in every segment of the educational program. It is further emphasized because of the motivation for learning among a large number of the students. It is interesting to note that many times when the teacher failed to show up the children had organized their own class sessions and seemed to be carrying them on in an orderly and productive fashion. The conversation I had with a group of high school boys indicated not only their interest in education, but the hope that they would also have a better school. Children in extremely overcrowded classes did learn to read—don't ask me how.

The point I am trying to make is this. Where there are obvious needs for improvement in education in Liberia, these same needs, not quite so obvious, exist in the United States. Too often here at home the importance of quality is forgotten because it is counterbalanced by beautiful buildings, excellent equipment, a copious amount of teaching materials, and a teacher in every classroom. Charts are often displayed showing the quantity of guidance services, of adult education, or of special education. The mere presence of these in many communities assumes that quality is present. Despite these assets that are countable and seeable, we, as do the people in Liberia, have much to do to bring our educational system up to the quality demanded if our children are to cope with the problems they will have to face. Are we who are primarily concerned with the education of exceptional children interested in quality? I believe we are.

There are a number of trends which indicate that there is a real concern. First, there is support and interest in research. It is encouraging to note that there has been increased financial support for re-

search in the field of exceptional children. These funds have come from government agencies, private foundations, and from organizations interested in specific problem areas of the exceptional child. These funds also have come through the avenues of the various disciplines — medicine, psychology, sociology, and education. Along with this, there has been an increase in both the quantity and quality of individuals interested in studying the exceptional child. This has had a positive effect on the adequacy of research. At present there are a number of colleges and universities throughout the United States which have developed graduate programs leading to advanced degrees with some emphasis on the problems of exceptional children. The development of research skills plays a prominent role in these programs and the effects of their efforts are already beginning to modify practices in many school systems.

Second, there is the inter-disciplinary approach to the study of the exceptional child. Many of the research studies now being done as well as much program planning are using an inter-disciplinary approach to the diagnosing, treating, training and education of exceptional children. In the field of the education of the cerebral palsied, this has long been true. In the field of mental retardation, the recent monograph by Sarason and Gladwin, the former a psychologist and the latter an anthropologist, is excellent evidence of the kind of critical and creative contribution that can be made when more than one professional point of view is centered on a problem. The directions that their work offers for research in socio-cultural aspects of mental retardation are quite exciting to contemplate. In another section of the country sociologists, psychologists and educators at the University of Illinois have studied the impact of mental retardation on families. The studies of the development of retarded children, particularly mongoloids, at the Children's Hospital in Los Angeles have included medical practitioners, social workers, and psychologists. Other areas of exceptionality, particularly those of the deaf and the visually handicapped, are also broadening their horizons. What is important is that this kind of collaboration is increasing.

Third, there is the assessment of learning ability. A number of studies are now

being undertaken in all areas of exceptionality related to learning abilities of exceptional children. In many of these studies a better sampling is being obtained. For example, many of the earlier studies on learning ability of the mentally retarded were conducted primarily with children residing in state institutions. This is partly due to the accessibility of children living in the institution, and the ease with which the researcher could maintain controls in this situation. However, based on recent findings, it is quite clear that institutionalized children represent a select sample of mentally retarded individuals. Findings of Tizard in England, Lyles in Australia, and Kirk in the United States indicate that children in institutions regress behaviorally. Therefore, this group of retardates would be a poor one from which to generalize about the learning ability of all retarded children. A recent study conducted in my own institution substantiates these findings.

Fourth, there are better methods of assessment. The more appropriate evaluational scales are for assessing the development of exceptional children, the more likely it is that these scales will be useful in setting up training and educational procedures for these children. This trend is evidenced by the work at the University of Illinois in the development of the language scale, at Peabody College in Tennessee in the development of the picture vocabulary scale, and at San Francisco State College in the development of the Social Competency Scale. Much additional work needs to be done on measuring instruments, and many others which are not mentioned here have been developed with specific disabilities in mind. Increase in this area of research has been and will be particularly important if we are to have effective programming to meet the needs of these children.

Fifth, there is a focus on the family. There are, of course, innumerable studies related to the family life. One encouraging factor is that there has been a notable increase in the studies of the family as such related to the problem of exceptional children. These studies have included investigations of the attitudes of parents toward their children, effects of these children on the siblings of these families, and the effect of the children on parental integration and adaptability. Studies have also

been carried on regarding parental attitudes toward institutionalizing children. Extensive study has been carried on at the University of Illinois by Farber regarding the impact of mental retardation on the family. His work has centered on the effects of the child's retardation on family integration, and the way in which families redefine their roles and values in dealing with the retarded child in the home situation. Studies of the parents' initial reaction regarding the diagnosis of mental retardation have also been conducted at Children's Hospital in Los Angeles. These studies can be continued and expanded, and again should have direct effect on the improvement of quality of educational programs both in public schools and institutions.

The sixth and last trend which I would like to mention is concerned with communication. Terminology used in the general area of exceptional children is often confusing. The terms "brain injured", "neurologically handicapped", "socially maladjusted" and "emotionally disturbed" need to have clarification. The meaning of "aphasia" is still under lively discussion. Because these terms can convey so many meanings to so many different people, programs developed for these groups of children have resulted in much confusion in planning. This has had a direct effect on the quality of programs developed. Improvement in terminology such as specified in the A.A.M.D. terminology classification manual should be of tremendous help in communicating explicitly the population to which research findings may be generalized. This also will be of help to others who may desire to replicate studies. In these studies, even such practical matters as determining the frequency of mental retardation in the general population or in any segment of the population, the precise definition is crucial. For example, Saenger reports a greater frequency of retarded children in the state of New York than does Weiner in determining the frequency of retardation in the state of Hawaii. This is due primarily to the fact that these two individuals utilize somewhat different definitions of retardation, and therefore arrive at different estimates as to the frequency with which retardation occurs. This is a problem in which several disciplines need to cooperate. It is also recognized that the terminology

will have to change as new developments occur in the field of research.

I should now like to conclude by indicating several areas related to the quality of education for exceptional children on which interested professional groups might focus as an organization.

One major project is to make some direct attempt to assist in setting adequate professional standards for teachers of exceptional children. This was the main theme of a recent international convention of CEC and hence resulted in the formulation of a CEC committee to work specifically on this problem. The recommendations of the council itself through the membership have indicated that the following should be done:

1. A plan should be developed whereby problems of professional standards are given continuing attention in CEC at all levels and by all individual members.
2. Work should be accelerated to develop standards for training programs in each area of special education, which could then be used in further work toward accreditation of specific programs.
3. CEC efforts in recruitment of teacher candidates should receive every possible support and encouragement.
4. CEC should seek to consolidate its efforts in the professional standards field with other professional organizations, since unilateral action is likely to be abortive. Accreditation efforts should be channeled through a single national accrediting body. CEC should establish every useful means of collaboration with NCATE and TEPS.

We all need to actively solicit the cooperation of other professional organizations in the field of exceptional children and several accrediting organizations in the developing of such a project. Again we know we need a greater quantity of teachers, but we must be assured that along with this quantity we are getting the quality to provide a superior educational program.

The second area on which we might focus is on the area of curriculum improvement. While we have a large number of excellent curriculum guides for teachers, there is some evidence that these guides

are not being used effectively in the classroom. We can direct attention to this problem through articles in professional journals and through worthwhile publications. We can also give emphasis to this problem in state, regional, and national meetings. One problem that is directly related to curriculum improvement is the nature of the supervision of instruction and the help given to teachers. Here again there is evidence that the supervision is inadequate and needs strengthening and we should continue to direct our efforts to this key area of improvement of instruction. This is a primary responsibility.

The third area is concerned with more effective cooperation with parents. While we are primarily professionals we cannot overlook the fact that there are many parent groups, a number of them very well organized, also concerned with exceptional children. There is sufficient research to indicate that the role the parent plays in the education of the exceptional child is of prime importance. There is also evidence to show that the communication between parents and the school is not all that it should be. Our teacher training institutions probably need to emphasize more strongly the role of the parent in the education of the child and to more adequately equip the prospective teacher to deal with the parent in relation to their mutual interests. This means the teacher must be patient, an effective communicator, and be prepared to directly assist the parent toward developing alternate ways of helping their children toward realistic and achievable goals. In order to accomplish this the teachers need to have a clearer conception than many of them now have of the children's abilities and the potentials they are capable of achieving. It is the function of an organization such as yours to stimulate activity in this area through your publications, conventions and committee and workshop work.

The fourth area relates to what I call inter-agency action. As I mentioned previously we are increasing our interdisciplinary approach to the study of problems. Likewise, it seems important that the several agencies and organizations concerned with the exceptional child should more fully coordinate their efforts. The inter-agency committee which meets from time

to time in New York City has been concerned with legislation, with research, and with public education. If we are to have effective legislation both on the national and state levels which will help to insure quality programs, such legislation needs coordinated support. On both the national and state levels legislation for exceptional children has tended to be piecemeal. In my own state this started out with legislation for Cerebral Palsy children, and while we now have general legislation for all exceptional children, some of the vested interests of the several handicapped groups still persist which tend to reduce the quality of the overall program. Legislation at the national level has tended to evolve in the same fashion. However, the effective work of the inter-agency committee and the willingness of several groups to cooperate is now resulting in the direction at the federal level where future legislation is likely to be inclusive of all areas of exceptionality and not confined to one or two specific groups. We must maintain the broad interest in the total area of exceptional children.

The last area of focus is concerned with the stimulation of research. Through our

membership we should encourage quality research in all agencies and institutions of higher education that are qualified to do such. Through our work we can suggest areas of research and interest people in specifically exploring such areas, and even assist in obtaining funds for carrying out the research programs. We should assist in the publication of significant research efforts and devote considerable time at our meetings to the reporting and discussion of not only projects but of problems to which research should further direct immediate and long range attention.

As I have inferred before, quality is an elusive thing. Surveys or studies which assess quality often produce evidence that is sometimes frightening and even disintegrating to some or all of us. But, any professional organization must always keep in mind that quality can always be improved, that the best efforts of yesterday are not the best efforts necessarily for today or tomorrow. I hope we will continuously face this responsibility for if we do, the result will be better programs for the children whom we serve.

PRESIDENT'S REPORT FOR THE 1960-1962 BIENNium

LOIS V. COX, President

Baltimore, Maryland

It has been a privilege to be your President for two years. The responsibility of maintaining the high standards set by Past Presidents has been heavy; the challenge of keeping pace with the rapid changes which are taking place in the field of education has been great; the opportunity to work with you has been a pleasure. This report is the result of the work which has been done by individual members of the AAIB and committees and workshop groups in cooperation with the Board of Directors and the Executive Secretary in strengthening the internal organization of the association, improving communication within the association and between the association and other national organizations, making a unified national approach to all problems pertaining to visually handicapped children and youth

and recognizing outstanding contributions of our leaders.

The new Board of Directors met after the election at the 1960 Convention to begin making plans for the biennium. Aware of the necessity for early planning, the Board authorized the President to appoint the committees for the biennium and to add a Publications Committee, a Public Relations Committee and a Policy Committee. This brought the number of committees with assignments for the biennium to fourteen. During 1961, the need for a Research Advisory Committee was recognized. This committee was appointed too late to be included in the convention program. Mr. Carl J. Davis, Head, Department of Psychology and Guidance, Perkins School for the Blind, is Chairman of the

committee. Serving with him are Dr. Samuel Ashcroft, Associate Coordinator, Department of Special Education, George Peabody College, Dr. Milton Graham, Director, Division of Research and Statistics, American Foundation for the Blind, Dr. Carson Nolan, Director of Educational Research, American Printing House for the Blind and Dr. Herbert Rusalem, Director, Professional Training and Research, The Industrial Home for the Blind. Of the sixty-two AAIB members who accepted committee appointments, fifty-eight were able to carry their assignments throughout the biennium; two left the field to accept positions as superintendents of schools for the deaf; one was forced to resign due to increased responsibilities at his school and one is attending a convention abroad. Each of the committee members contributed to the work of the committee as much as time and energy permitted, and I am grateful for the willingness of these AAIB members to serve on committees and for the contributions which they have made.

The Long-Range Planning Committee, composed of the officers of the association, met with the Executive Committee of the American Association of Workers for the Blind on October 25, 1960 in Louisville, Kentucky and on November 2, 1961 in Washington, D. C. to discuss problems of mutual concern such as legislation, the possibility of a joint convention, the responsibilities of the Arrangements Committee for the meeting of the World Council for the Welfare of the Blind in New York in July of 1964, promotion of membership in the two associations, and the budget and accomplishments of the AAIB-AAWB Braille Authority. Mr. Bernard Krebs, Chairman of the Authority, will report its accomplishments later in this convention. We are proud of the accomplishments of the Braille Authority and indebted to its members and to the members of its advisory committees for the time which they have spent working on the literary, mathematics and science and music braille codes. The National Braille Club, which has done so much in providing materials for students in all school programs, has joined the AAIB and AAWB in supporting the development of the braille mathematics code. Thank you, Miss Effie Lee Morris, President, and all members of the National Braille Club. In addition to the meetings with the AAWB Executive Committee, the Long-Range Planning Com-

mittee met at the AAIB Central Office in St. Louis, Missouri on January 7-8, 1961, had joint meetings with American Foundation for the Blind staff and board members April 27-28, 1961 and April 19-20, 1962 and met at the Ohio School for the Blind January 25-26, 1962. These meetings were work sessions to plan projects, establish Central Office policies, discuss legislation and review the annual budget.

The Board of Directors met in Louisville, Kentucky, October 22-23, 1960 and October 28-29, 1961 and in Miami Beach, June 26-28, 1962. The board members, who could arrange to do so, also met with the Long-Range Planning Committee in Ohio January 25-26, 1962. Committee chairmen reported the activities of their committees at the Louisville meetings and the Board took official action on association business items such as amendments to the Constitution, changes in the Articles of Incorporation, the budget, plans for the 1962 convention, choice of convention sites for the 1964 and 1966 conventions, membership certificates, sharing in the November 1-2, 1961 Conference on Distribution of Textbooks and Educational Aids for Blind Children, joint sponsorship with the United States Office of Education of a Conference on Curriculum Provisions for Visually Handicapped Children, financing committee and workshop projects and co-operating with other national agencies and organizations. The members of the Board are to be commended for their thoughtful discussion and conscientious action in these lengthy meetings.

The Certification Committee completed its revision of certification requirements for teachers, had new application forms printed and processed applications during the biennium. A braille proficiency test, developed by Miss Christina Baugh under the guidance of Dr. Samuel Ashcroft, was used by the committee to enable applicants to meet one of the certification requirements. The AAIB appreciates the contributions to the work of the Certification Committee of Miss Baugh in developing a proficiency test and in scoring the tests. Dr. Ashcroft and Dr. Carson Nolan agreed to judge the research papers which were sent in by applicants to meet one of the certification requirements. For their help, and the assistance of the Research Committee, we are grateful. Mr. George Helt-

zell, Mrs. Ada Church and Mrs. Una Barlow developed the Proposed Certification Requirements for Houseparents in Residential Schools for the Blind at the request of the Houseparents' Workshop. They deserve congratulations for an excellent set of standards to meet a specific need in our schools.

The Legislative Committee has had two very active years cooperating with other national groups to promote Federal Legislation to meet the current needs of visually handicapped children. The members of the committee have kept constantly informed on proposed legislation, written to their Congressmen, had joint meetings with representatives of the American Association of Workers for the Blind, the American Foundation for the Blind, the National Federation of the Blind and the American Printing House for the Blind, planned the Conference on Distribution of Textbooks and Educational Aids for Blind Children, November 1-2, 1961 in Washington, D. C. for thirty-six representatives of national groups which recommended that the President of the AAIB write to the Secretary of Health, Education and Welfare requesting a study of the Quota System by which Federal funds are distributed through the American Printing House for the Blind and voting unanimously that the President of the AAIB appoint a committee to prepare a position paper on needed legislation dealing with the education of the blind. A full report of this conference was printed by the Chairman of the Legislative Committee, Dr. Edward J. Waterhouse, Director of Perkins School for the Blind. The Legislative Committee, at the request of Mr. Wilbur J. Cohen, Assistant Secretary, Department of Health, Education and Welfare, expressed its views as to the subjects which should be included in the rules and regulations for the expenditure of Federal funds under Public Law 87-294 to amend the act to promote the education of the blind. The increased appropriation resulting from this act and the provisions which permit the expenditure of funds for salaries and other expenses for experts to assist special committees and for the expenses of these committees will be tremendous aids in meeting the needs of our visually handicapped children. H.R. 12070, introduced June 12, 1962, will, if passed, "provide assistance in the field of special education to institutions of higher education, and to States, for training personnel

and undertaking research and demonstration projects, and to establish, for consultation in connection therewith, an advisory council and technical advisory committees" in addition to amending the Vocational Rehabilitation Act to expand vocational rehabilitation services. It is hoped that this bill will pass and provide for even better educational services to our children. We are grateful to our Legislative Committee for its alertness and continuous efforts.

The Membership Committee has conducted annual membership drives under the capable leadership of its Co-Chairmen, Dr. Walter Evans, Principal of the Missouri School for the Blind and Mrs. Jerrine Lucas of San Leandro, California. Dr. Evans worked with the Membership Chairmen in residential schools, and Mrs. Lucas worked through nine Regional Chairmen with the aim "to get an invitation to join the AAIB into the hands of every public school teacher of blind children in the United States". At the time that this report was written, there were 1,929 members of the AAIB, with a goal of 2,000 by convention time. The membership dues in 1962 are \$7.00. In 1963, they will be \$8.00, increasing \$1.00 each year until they reach \$10.00. With Life Memberships of \$200 numbering 12, Chairman Carl Davis plans a campaign for more life members for the Fall of 1962. Our thanks go to the Membership Committee for a fine job this biennium.

The work of the Program Committee speaks for itself and will continue to speak throughout this convention. Only those who have served on a program committee for a national convention know how much work is involved. May we have a rising vote of appreciation for Mr. Lee Iverson, Chairman, Mr. John Wallace, Mr. William English, Miss Dorothy Misbach and Mr. Jack Hartong?

The Publications Committee has completed the preparation of a Parent Packet which sells for fifty cents. Not knowing what the demand would be, one thousand packets were printed. These sold so rapidly that a second thousand have been ordered. Another project of this committee is a teacher recruitment folder to be used in our constant effort to recruit suitable teachers for visually handicapped children. Dr. Berthold Lowenfeld and his committee

have earned our thanks for these two worthwhile projects.

Be sure to see the AAIB exhibit if it arrives during this convention, and get a supply of the new brochures planned by Dr. Francis M. Andrews and his Public Relations Committee. Mr. Maurice Olsen, our Executive Secretary, arranged the exhibit and had the brochures printed. "Thank you", Dr. Andrews, and members of the Public Relations Committee and Mr. Olsen.

The \$10,000 grant to the AAIB for recruitment scholarships has been efficiently handled by Mr. Walter Hack, Chairman of the Scholarship Committee and Mr. Egbert Peeler, his Committee Member. Application was made to the Avalon Foundation for a second \$10,000 grant, and Mr. Hack, Mr. Olsen and your President met with Mr. Charles S. Hamilton, Jr., President of the Avalon Foundation on March 9, 1962 to discuss our scholarship program. A letter from Mr. Hamilton, dated April 27, 1962, told us that the Trustees of the Foundation had authorized a grant of \$10,000 to the AAIB, and a check for \$10,000 was enclosed. We are indeed grateful to the Avalon Foundation for the grant and to the Scholarship Committee for processing the applications for scholarships.

The Standards Committee has not been as active as we had hoped due to the fact that its chairman could not continue this work. The prospects for the future are, however, bright, for Mr. William English, Principal at the Virginia School, has agreed to assume the chairmanship of this committee. In preparation for assuming his duties at the time of this convention, Mr. English attended the April meeting at the American Foundation for the Blind where the discussion of the AFB Accreditation Project was one of the chief topics. Mr. English will urge all schools to examine their programs next year as a first step toward accreditation. The accreditation of teacher training programs for teachers of visually handicapped children was discussed at a meeting of representatives of organizations interested in the accreditation of teacher preparation centers in the field of special education in Washington, D. C. on December 11, 1961. Your President was invited to this meeting. On June 12, 1962, Miss Kathern Gruber and

Dr. Everett Wilcox of AFB and Mr. Maurice Olsen and the President of the AAIB met with Mr. Earl Armstrong, Director of the National Council for Accreditation of Teacher Education. Mr. Armstrong gave us some valuable assistance and suggestions for our work toward accreditation of teacher preparation centers. This work has been judged so important by the AAIB Board that a Committee on Teacher Preparation will be appointed for the next biennium.

The AAIB Policy Committee will present, for your consideration at this convention, a statement of policy. The committee has written the statement, sent copies to leaders in the field for criticism and suggestions and sent a copy of the proposed policy statement to each member of the association for study prior to convention. "Thank you", Ross Huckins and Dorothy Mishbach for working on this project. If your proposed statement is adopted, it will become the policy of the AAIB until another revision is deemed necessary.

The Research Advisory Committee was appointed "to provide consultant services to any members, individual or corporate, who are formulating research plans" and "to provide similar services to individuals and organizations outside the association and it will serve, upon request, as a board of review for any agency, public or private, which would like to have it evaluate proposals for research with or for blind children". This is a new committee, and we hope that its services will be used by individuals and groups in the field.

The Credentials, Necrology, Nominations and Resolutions Committees will perform their duties at this convention, and a representative of the National Deaf-Blind Committee will present a report.

Since Mr. Woolly will be reporting on workshop activities later in the convention, just a few events will be mentioned in this report to show the importance of the workshop organization in our association. The Mathematics Workshop emphasized the importance of modern mathematics in the curriculum in two very successful workshops. The Mobility Workshop published the results of a survey of current practices in the teaching of Orientation, Mobility and Travel made by Mr. Don Walker of Iowa, conducted three weekend workshops

during the biennium and worked with the AAIB Board to secure a grant of \$16,200 from the Office of Vocational Rehabilitation for a remedial and refresher course in mobility, orientation and travel for twenty-one trainees from nineteen states. Miss Beatrix Baird, Chairman of the Mobility Workshop, was Director of the project. Mr. Russell Williams of the Veterans Administration, Mr. Louis Rives and Mr. Warren Bledsoe of the Office of Vocational Rehabilitation and Dr. Richard Hoover, Ophthalmologist, served as consultants. Mr. Stan Suterko and Mr. Larry Blaha of Western Michigan and Mr. John Malamazan and Mr. Richard Russo of Hines Veterans Hospital assisted with the instruction of the trainees. The report on this project will be published in the Fall. The AAIB is grateful to Miss Baird for her excellent work as Chairman of the Mobility, Orientation and Travel Workshop and as Director of the Project. We also want to thank Dr. Francis M. Andrews for releasing Miss Baird for a month to direct the OVR-AAIB Project.

The Parents' Drive-in Conference, held at the Missouri School for the Blind June 22-24, 1961 was the first conference of its kind and was so helpful that we hope there will be others. Mrs. Willie Bennett of Arkansas, Chairman of the Parents' Workshop is doing an outstanding job. Some of the parents may remember receiving her letter urging all parents to become members of the AAIB.

The Houseparents' Workshop sponsored a summer workshop at the Ohio School for the Blind June 25-July 1, 1961. Mrs. Ada Church and Mrs. Una Barlow did an admirable job of planning a very worthwhile workshop.

The Primary Workshop in North Carolina and the Grade 1-6 Workshop at Overbrook were both reported very helpful to the participants, and the Essay Contest, sponsored by the Science Workshop, created interest in this expanding field of education. You will hear of the activities of the Physical Education Workshop in a panel discussion on Monday. The Superintendents' Workshop held its regular meetings at the time of the American Printing House meetings in Louisville in October 1960 and 1961. All of these groups continue their work between conventions in an effort to improve the education of visually handicapped children.

In a national organization, communication is an ever-present problem. The AAIB is trying to solve this problem by sending the *Fountainhead* to members who request it, sending workshop newsletters such as those sent by the Physical Education, Arts and Crafts, Mathematics and Houseparents' Workshops to the workshop participants, sending notices from the St. Louis office and contributing articles to the *International Journal*. The *Journal* staff has been very helpful, in our efforts to improve communications, by giving the President space for "The President's Corner".

Every possible effort has been made during the biennium to join other national groups in a unified effort to determine the need for research and promote the necessary research projects and to improve standards in the education of visually handicapped children and youth. To aid in this unification, the Executive Secretary, members of the Board of Directors and other AAIB members have attended national meetings, arranged for meetings at conventions of other organizations, participated on panels, spoken at conferences and conventions, served on boards of other organizations, visited teacher preparation centers and planned joint meetings. The meetings are too numerous to mention, but Mr. Ross Huckins deserves congratulations for the excellent meeting on Mobility, Orientation and Travel which he planned in connection with the Northeast Regional Conference of the Council for Exceptional Children in Seattle, Washington. Mr. Olsen and Miss Baird assisted at a Mobility, Orientation and Travel Workshop at Normal University in Normal, Illinois in May. Mr. Olsen planned a meeting on "Educational Fall-Out from Technical Developments in Work with the Blind" in connection with the CEC Convention in Columbus, Ohio in April of 1962. The Office of Education joined the AAIB in sponsoring and supplied matching funds of \$1,000 for a conference on Modern Curriculum Provisions for Visually Handicapped Children, June 13, 14, 15, 1962. The conference was held at the Office of Education Headquarters in Washington, D. C. where many resource people and materials were readily available. Those who attended the conference were enthusiastic participants, and it is hoped that many of the ideas discussed at the conference will be useful in local and state programs. Thank you,

Dr. Romaine Mackie and Mr. John Jones, for making the conference possible.

Word has just been received from the American Foundation for the Blind that the request of the AAIB for a grant of \$12,500 for operating expenses for next year has been approved. We are indeed grateful to the AFB for its support and cooperation which have made possible the operation of our office in St. Louis. The value of having this office and an energetic, enthusiastic Executive Secretary, Mr. Maurice Olsen, is shown in the increasing activities of our association. It has been a

pleasure to work with Mr. Olsen. Without his help, the work of the President would have been far more difficult. Thank you Mr. Olsen.

It would be fitting to thank each person who has been so helpful during the biennium, but "thank you to all who have contributed to the growth of the AAIB whose names have not been mentioned" will have to suffice. Through your continued efforts, the AAIB will make more outstanding contributions each year toward the education of visually handicapped children.

REMARKS BY THE NEW PRESIDENT

J. M. WOOLLY, *Superintendent*

Arkansas School for the Blind

Little Rock, Arkansas

With humility and a deep sense of responsibility, I accept the Presidency of the American Association of Instructors of the Blind. An honor such as you have bestowed upon me comes but once in a lifetime and carries with it many obligations.

My job as your president will be much easier as a result of the work done by the outstanding people who have preceded me in office. Each of them has had the aid and support of the entire association as well as a fine Board of Directors. I would like to take this opportunity to tell you that I think you have elected one of the finest yet in the 1962-64 Board.

I would like to digress at this moment to pay tribute to my colleagues for the encouragement, support and cooperation they have given to me through the last few years. Particularly would I like to recognize the Chairman of my Board of Trustees, Mr. T. A. Prewitt. He and Mrs. Prewitt are attending the convention and are here this afternoon. Many times through the past fifteen years Mr. Prewitt has encouraged me to go forward in our efforts to improve education for blind children.

Yesterday morning you heard President Lois Cox report to you on the progress of the Association during the last two

years. If you review the reports of some of the presidents during the last decade, as I did recently, you will be amazed at the many accomplishments of AAIB and might be inclined to believe that little remains to be done.

However, may I discuss with you for a moment the needs of the Association as I see them and the possible courses of action open to us.

A Standards Committee has been in existence and active for some years. If we are to offer quality education to all of the blind children of America, we must develop evaluation procedures in order to determine when quality education is being offered. Plans are under way to stimulate this Committee to greater activity and to work toward improving standards, not only for all educational situations in which blind children are enrolled, but teacher preparation centers as well. I believe the committee will seek to build on what has been done and cooperate with existing evaluation agencies in its efforts to help improve education for visually handicapped children.

A college or university oriented seminar or short course which seems to me to have much to offer to improve the education of our children, is one directed toward the needs of administrators in

their efforts to keep abreast of developments and trends in all areas of education. It is my hope that such a course or courses may be organized and scheduled during the next year.

The progress made during this biennium toward meeting the needs in the area of mobility must be continued. It has often been my expressed observation that education without mobility for the blind child is woefully inadequate. We must continue to stage mobility workshops wherever possible and work toward the conduct of one or more remedial and refresher courses in mobility, orientation, and travel such as that recently held in Maryland.

There is a desperate need for more knowledge in the area of vocational opportunities for blind children. This needs the study and cooperation of the best talent available to us. Many organizations and agencies are interested in this problem and I am confident that work will go forward in this area and that the AAIB will be able to report tangible projects in the near future.

Legislationwise, there has probably been no more critical period than now insofar as national legislation is concerned. We have had, and will continue to have, the best of advice from our Legislative Committee, I am sure. I would like to take this opportunity to urge that you stay informed on legislation, heed the advice of the Committee and work toward enactment of legislation, when they seek our assistance. Every effort will be made by the Committee to keep the total membership informed of pending legislation and the official position taken by AAIB in the particular situation.

Many opportunities continue to develop for improvement of our teaching skills. For instance, I am delighted to know that the Oswego Industrial Arts Course is again scheduled for next summer and that the American Foundation for the Blind plans a follow-up this fall on previous courses to determine the effectiveness of the course.

A critical area demanding much study and evaluation is that of the use of teaching machines. Perhaps you all know that at least three organizations are at this moment involved in the study of pro-

gramed instruction and teaching machines for blind children; and that at least one firm has announced such a plan for the use of blind children. If there is merit in the use of teaching machines for our children we must not be left at the gate as other segments of education go forward with their use; on the other hand, we must not be swayed with the breeze and be tempted by "so much" useless gadgetry in our teaching efforts.

You heard the excellent report of the Membership Committee yesterday and know that we now have 1,950 members. Each of us must be ever alert to the possibilities of making the services of AAIB available to each teacher in the United States, Canada and elsewhere in the world through membership in the organization. The potential exists for still greater growth. Let us all set about the task of informing potential members about this great service organization of ours.

It was gratifying to know that our organization is embarked upon a program encompassing each of the "points of focus" mentioned by our keynote speaker, Dr. Cain. No doubt, our program needs improvement in more than one of these points, but professional standards, curriculum development, effective parent cooperation, inter-organizational effort and research stimulation, have been given attention.

Workshops have been urged to make recommendations to the Board which will make for more effective use of such workshop groups. I think the Board should study your reports from this convention very carefully with a view to perhaps realigning some workshops. Some groups have been too small and others perhaps too large for continued effective work.

As we look toward the 1964 convention, it might be well to consider possible plans for more leisure time. I know many of you have been pressed, from early morning until late evening, to attend every activity in which you would like to participate. Would it be possible to extend the convention one half-day with nothing but leisure scheduled for one of the half-day periods? Would it be possible to have some reports made to the convention only in writing for distribution at the convention and inclusion in the proceedings?

On behalf of the officers, Board and myself, I want to offer to you, The American

Association of Instructors of the Blind, our best efforts throughout the biennium.

BANQUET ADDRESS

D. R. (BILLY) MATTHEWS, *Congressman*

8th District, Florida

It is not often that I have such a gracious introduction from such a gracious lady as the one I have had tonight. Miss Cox has been actively and vitally interested in the work of this Association as long as anyone within the hearing of my voice. Her dedication to the work of the blind for the past three decades is known to everyone who has been identified with this great humanitarian effort. All of us share pride in your accomplishments, Miss Cox, and have been inspired by your leadership.

The daily workshop meetings and sessions of this Convention have been presided over by such an array of experts, and are so replete with the most up-to-the-minute statistics and information in regard to subject matters of common interest to all here, that, frankly, I feel I can add little to what has already been said or what may be said tomorrow. To add anything novel to what so many experts have already told you, or what others will tell you at the remaining sessions, is a task beyond the capabilities of your speaker. In fact, it may come as a surprise to you to know that much of the material that I have carefully garnered over the last several weeks from the Library of Congress and the Department of Health, Education and Welfare, in anticipation of this meeting and which I had hoped might provide some gems for your enlightenment, is, alas, the works of authors who themselves are program participants. I dare not run the risk of being accused face to face of plagiarism by those whose works I have plagiarized so I shall have to speak to you in a very general sort of way.

In this day of revolution and world-wide instability, it is refreshing to know that our great country, in so many respects, is taking the lead in developing workable programs for our handicapped citizens. I believe our leadership has influenced other nations, especially some of

the more highly developed and industrialized nations, to also embark upon programs of benefit to the handicapped. The world has benefited from a two-way flow of ideas and research in all fields of medicine, especially during the past century, and this two-way flow will eventually be felt in the field of rehabilitation, I am sure.

The President's Committee on Employment of the Physically Handicapped, founded in 1947, provides a continuing program on a day-to-day basis of public information and education designed to provide increased employment of the handicapped in productive, tax-paying jobs, free of public or private assistance. As you know, it seeks to achieve through promotion and voluntary cooperation among its members, a maximum of gainful employment and better understanding and cooperation among Federal, State, and other Government agencies and private organizations and individuals regarding the problems of millions of handicapped Americans.

As many of you know, my chief civic interest over a period of years has centered in work on behalf of the blind, and our national rehabilitation efforts in this particular area have been a source of primary concern to me. I introduced H.R. 1855, in the 86th Congress, calling for the establishment of a temporary national advisory committee for the blind, which would study the entire field of existing Federal, State, and local activities related to the granting of services to the blind, for the purpose of obtaining better coordinated programs and attaining maximum benefits for the blind. Other bills were introduced similar to mine, and were the subject of hearings before appropriate Congressional Committees but, unfortunately, were not reported out of Committee. However, in May 1959, a committee study was authorized aimed at securing comprehensive data on the problems and needs and programs for blind

persons as well as persons with other handicapping conditions.

The Social Security Amendments of 1960, passed by the Congress, contain, as you recall, two provisions of special interest to the blind, which I was happy to support. One is an amendment of the "Aid-to-the-Blind" provisions which liberalize the "needs test." The Congress was impressed with the evidence presented during the hearings that people receiving assistance through aid-to-the-blind programs desire an increase in the present earnings exemption so that they will have a greater opportunity to work toward self-support. Accordingly, the Amendment provided that in determining the need, the State shall disregard the first \$1,000 of the earnings in a year, and one-half of all subsequent earnings in that year. This increased exemption became compulsory as of July 1, 1961, and I am sure has proved an incentive to greater efforts to many.

On behalf of the National Federation of the Blind, the American Association of Workers for the Blind, and others interested in problems of and promoting the best interests of the Blind, I introduced in this Congress, H.R. 4339, a Bill to amend the Randolph-Sheppard Vending Stand Act. This is a companion bill to S. 394, upon which a hearing was scheduled before the Senate Committee on Government Operations just a few days ago, and in support of which I was pleased to present a statement. I understand the departmental reports have not been too favorable, but often we must try in several successive Congresses to enact a desirable piece of legislation. S. 394 and H.R. 4339 are designed to correct some of the long standing deficiencies in State vending stand programs operated under the Randolph-Sheppard Act and would serve to increase employment opportunities for many blind men and women who are now unemployed. It is my understanding that there are now 26,000 blind persons in this country who are working and virtually all have undergone some form of rehabilitation. There are now about 2,200 vending stands in operation in the Nation, a third of them on Government property, and operated by blind persons. The operation of these vending stands by the blind was made possible by the Randolph-Sheppard Act of 1936. With the great increase in Federal employment, and more and more Federal

buildings coming into use, we have discovered that often the custodians permit the placement of vending machines at strategic locations in competition with blind operators. We hope to preserve this area free of encroachment for the exclusive use of the blind, if possible, or at least free of harmful competition. If we don't succeed now, we shall try again.

I have been pleased to note that the total gross sales from vending stands for fiscal 1961 amounted to \$42 million, of which \$14 million were from Federal locations and \$28 million from non-Federal locations; that the net proceeds of operators totalled \$8 million, of which \$2.6 million went to Federal and \$5.7 million to non-Federal operators, while the annual average earnings of operation was \$3,900.

School enrollments of blind children, as I am sure you have learned at your workshops this week, have surged to their highest level in history. These school children will be seeking jobs tomorrow. We must all be on the alert to find work opportunities for them when the time is ready for them to be on their own. Statistics furnished me in Washington indicated that there are now an estimated 330,000 blind persons in our country, or partially blind. More than half of them are over 65 years of age, and about 8,000 to 9,000 are of school age.

The Federal Government's aid to the blind in fiscal year 1962 was \$93,300,000. There were 105,000 beneficiaries. The Government's participation in medical research, and in health and medical related programs totalled approximately \$4.5 billion in 1962. Research is, of course, the answer to a lessening of incidence of blindness in the nation in the years ahead. Were we not so preoccupied with problems involving our national security and defense expenditures totalling multi-billions of dollars, there is good reason to believe that we would have been farther along in our conquest of blindness. But this great dream, like others, must proceed at a slower pace until the liberalizing influences of the world once again hold sway.

The great poet, John Milton, who lost his vision in 1652 wrote: "On His Blindness" —

"When I consider how my light is spent
Ere half my days in this dark world and
wide

And that one talent which is death to
hide
Lodged with me useless, though my soul
more bent
To serve therewith my Maker, and
present
My true account, lest He returning chide,
'Doth God exact day-labour, light
denied?'
I fondly ask. But Patience, to prevent
That murmur, soon replies, 'God doth
not need'
Either man's work or His own gifts.
Who best
Bear His mild yoke, they serve Him best.
His state is Kingly: thousands at His
bidding speed,
And post o'er land and ocean without
rest;
They also serve who only stand and
wait."

Because of the dedicated work of men and women like you, thousands of men and women do not have to stand and wait. They can move forward to new areas of worthwhile activity. They become great assets of society. In *Paradise Lost*, Milton wrote: "The mind in its own place, and in itself, Can make a heaven of hell, a hell of heaven."

Because of your instruction, blind people can survive an environment of darkness. They can make a heaven out of what might have been a torment of negative existence. Let us continue to teach and inspire thousands yet unborn to achieve the full dignity of American citizenship with a full sharing of the privileges and responsibilities of our American way of life.

PANEL DISCUSSION—MOBILITY FACILITIES AND TIME FOR TRAINING

RUSSELL C. WILLIAMS

Chief, Blind Rehabilitation

Veterans Administration Central Office

Washington, D. C.

I have been asked by our panel chairman, Mr. Ross Huckins, to discuss the subject of orientation and mobility for the blind on the basis of the resources which are available for the training of personnel and the length of time needed to do the training. Eighteen years ago this summer I came into an institution which had a large number of specially trained personnel assigned to assist blind persons learn how to get from place to place by themselves. I was instructed at different times by different individuals in this group and steadily learned the ways and means by which I could get myself to places I wished to go. The orientors had been specially trained for their work and were receiving further training regularly as their experience mounted. This work was done in an Army hospital which cared for many hundreds of patients, only two or three hundred of which suffered severe visual impairment or blindness. Even though the eye patients represented a small minority of the whole, the entire hospital respected the orientation and mobility work going on and supported it by

expecting blind patients to go places by themselves and not interfering while it was going on.

The psychotraumatic effects of blindness were greatly reduced for me when I saw myself gradually beginning to get where I wanted to go without dependence upon someone else. The orientation and mobility process interspersed among medicine and surgery and other activities went on for months with immediate therapeutic benefits and long range value as far as readiness for living as blinded persons.

For the most part the special orientation and mobility personnel were soldiers. A teacher was not more apt to be assigned than a soldier with some other background. No criticism is leveled here because this was wartime and oftentimes one's service occupation was dissimilar to the occupation followed before service. I recall receiving some of my training from a part owner of a retail furniture store, a cigar store owner, a steelworker, a golf professional, an undertaker, and a professional baseball player. They did well

and I am sure that much credit for it goes to their supervisors who had teaching backgrounds.

At another Army institution I continued my rehabilitation in another environment favorably disposed to orientation and mobility and the teaching of it. Less formal teaching went on than at the previous institution mentioned. This I believe had to do with the comparatively less training given to the special personnel assigned and the refresher preparation received as they worked. The impression gained was that officials believed too strongly in the half truth that one can negotiate an area efficiently if only he has a mental picture of it. Here the environmental influence toward self-dependent mobility of the blind was very positive, but the teaching needed to develop the methods that were lacking. In this environment some of the personnel were teachers by previous training. However, the special personnel assigned to orientation and mobility were not more apt to be teachers by training than they would be farmers, industrial workers, retail salesmen or carpenters. Again it was wartime and personnel were hard to obtain and many of them received their assignments to the program out of the military.

My next experience with trained personnel and the training of them for orientation and mobility of the blind occurred at the Veterans Administration Hospital, Hines, Illinois. By the time this rehabilitation program for the blind was begun in 1948, the personnel of the Army who had been specially trained in orientation and mobility had gotten out of service and had returned to occupations which made them unavailable for employment in this new program. I was in a position of responsibility here and among the responsibilities were included the selection and training of personnel. I was assisted in these matters by the supervisors of the Army orientation and mobility program. We selected men who had training and experience in teaching persons with severe disabilities other than blindness in techniques and skills. Some of this original group of orientors, not all, were qualified by education for public school teaching. I believed that this preparation was a major qualification and I have never been sorry that I felt this way.

The original group of six orientors were given several months training before any veterans were brought into the rehabilitation program. They were blindfolded much of the time and themselves instructed in the matters which they would be teaching to blind people later. This was no short period of time since it was deemed necessary for these special instructors to learn how the use of one's remaining sensory endowment and modified techniques equip one who cannot see to gain information about his whereabouts and move about in them. Canes were employed in this training process and they were longer and lighter than the weight bearing cane we ordinarily see in use. These instructors were confronted by a great many different situations indoors and out to illustrate when no external aid such as a cane is needed and when one is. They were given many experiences to show how good teaching can acquaint them with effective methods more quickly and accurately than they could learn by themselves.

As years passed it became necessary to add new personnel to the orientation and mobility staff to take care of increasing workloads. By this time a catalog of routes and situations were known which provided teaching material for training of new staff. The situations included the simplest, least complicated on through to the most complicated we could find in the Chicago area. Each situation and route was planned to prepare the learner for the next route or situation. It was a good example of programmed learning.

The learning program of these new instructors under the blindfold was always supplemented by much discussion when the blindfold was off and the routes and situations could be observed with the eyes. They were shown the dangers, the pitfalls, the frustration points, and the blind alleys, which they could expect to encounter when they were teaching blind persons later. Plenty of occasions were provided where these learning instructors experienced danger and frustration and embarrassment. They felt the insecurity of being expected to proceed with inadequate information about situations or without the external aid which a cane or properly placed arm would afford.

When these instructors began to teach blinded veterans, they did it in much the

same way as new teachers do in practice teaching. They had an experienced instructor watching their work and offering criticism and advice. It took a very long time before these new staff members were considered competent to instruct with the variety of temperaments, ages, backgrounds, intelligence, and coordination which their student group comprised. Much terminology had to be learned and the problems of translating into words for different people demanded much. Different sight levels called for differing approaches in teaching. Hearing losses, which were common, called for different solutions. Amputations and brain trauma brought in differences of critical importance. The instructors were only as good as their understanding of these and many other conditions involved in their student's makeup. Often it was a year and a half or longer before we would assign instructors with the students who had some of the more serious problems of personality or physical disability.

We at Hines in 1949 were first confronted with the responsibility of providing personnel other than our own with training in orientation and mobility techniques and teaching methods. The Veterans Administration sent personnel to us from other installations at which blind rehabilitation was being provided. The periods were short—two weeks or less. We were aware that the personnel had been working with blinded persons, but we had little knowledge of their know-how or special circumstances in their work situations. We met this problem in the best way we knew how by resolving to show them as much as we could about the circumstances which confronted us in our work and our ways of handling them. We blindfolded these instructors, when they were not already blind, and allowed them to experience the use of the methods we taught and our methods of teaching. The time was indescribably short for this purpose and we did not even approach the time when we could allow them to instruct blinded veterans under the supervision of our own instructors. In some instances they validated the techniques as far as their own uses of them were concerned, but we did not have the time to illustrate that the learning of the skills and the teaching of them to other individuals is another matter.

As time went along we became known at Hines for the effectiveness of the orientation and mobility teaching which was part of the personal and social re-organization program for blinded veterans. We were asked by persons and agencies outside the Federal Government to provide training in the methods employed. We were flattered to be asked to do this and welcomed many persons from this country and abroad to learn how we were doing our job. We had no formalized instructor training program and the visitors came as observers. In every instance the time allowed for instruction of these visitors was too short. They were always employed by a school or agency and the time they could spend away from their employment was strictly limited. Sometimes we were asked to show our methods in a few days. Sometimes for periods as long as two weeks, and on very rare occasions, for as long as six weeks. None of these were long enough to do credit to the complex process involved. One of the difficulties which I mentioned briefly before was that we had no way of controlling the education and experience of the persons who came to us to learn. We accepted persons who came and did the best we could in the brief periods of time allowed to us. Obviously, we could not guarantee the quality of work these people would do upon their return to their own agency or school. Over the years there were many requests for staff members of Hines to come to colleges, universities, and seminars to discuss the value of orientation and mobility for the blind and the methods employed in instructing it. The VA was glad to make its personnel available for this purpose whenever the work requirements of the personnel permitted. The colleges, universities, and seminars which our personnel at Hines, including myself, attended, were too numerous to mention here, but they are located all over our country and in one foreign country as well.

In 1959 it was apparent to the Office of Vocational Rehabilitation and the American Foundation for the Blind that our country needed formal programs for the preparation of instructors in orientation and mobility of the blind. Interested and knowledgeable representatives came together in a meeting conducted by the American Foundation and financed by OVR. At this meeting it was confirmed that a formal training program was needed

and that college and clinical training facilities should be sought for the purpose. Following this meeting, two institutions of higher learning established programs of graduate education in which students would qualify to become specialists in physical orientation and mobility for persons with severe visual impairments and blindness. Boston College accepted eight students in the summer of 1960 for 14 calendar months of academic training and practicum in this special subject. Western Michigan University, Kalamazoo, Michigan, in September of 1961, instituted a program under which 12 students would receive the academic training and practicum for one year. This University employed former instructor supervisors of Hines VA Hospital, and included a semester of clinical training at Hines for its students. Boston College has now graduated seven specialists and they are employed in their special work in a number of agencies over the country. They accepted 16 for the Master's Degree course beginning in the summer of 1961. I will not attempt to describe the curricula of the two institutions except in very general terms. Both lead to Master's Degrees and both courses include subjects relating to blindness or severe sight loss, rehabilitation and education, and resources for the purpose. Both include a great deal of practicum

under which the student learns validated techniques and the teaching of them to adults and children. Persons who have completed undergraduate education can, if they are accepted for these programs, receive a generous grant under which to finance themselves while going to school.

Some of the teacher training institutions in our country which specialize in preparing teachers for education of blind children are offering courses in orientation and mobility methods for classroom teachers. These courses involve three or four weeks of intensive work. While they are not of sufficient length to permit teachers to prepare for all aspects of orientation and mobility, they do equip the student to give instruction and guidance in the subject to the children under their supervision.

While we have a long way to go before physical orientation and mobility are included in education and rehabilitation of the blind to the point where their maximum value is realized, we have, none the less, come a long way in the 18 years since I first experienced it. It is a subject which is much discussed and every day more and more agencies and schools are recognizing it as important and including it in their activity.

PANEL DISCUSSION—MOBILITY RESPONSIBILITIES OF ADMINISTRATORS IN PROVIDING TRAVEL TEACHERS

L. P. HOWSER, *Superintendent*
Kentucky School for the Blind
Louisville, Kentucky

The American Association of Instructors of the Blind are to be congratulated for planning this session on orientation, mobility and travel. Those of us who have been anxious in the past, now have our dreams coming true. It has been a long time since World War II when this program received its major emphasis. In fact three members of this panel have had experiences dating back to World War II and Valley Forge General Hospital. The fourth one represents the Seeing Eye, Inc. which helped structure the total effort at

that Army installation. We can rightly state that orientation, mobility and travel received more attention during and since World War II than any previous period in history.

The 1954 AAIB, Columbus Convention had one general session allotted to this subject. The crucial question today is—what shall we do with our opportunity?

Administrators of all the schools and classes of the visually handicapped have a

serious and binding obligation to secure the necessary instruction. The first objective of our philosophy is to teach self-realization. This can only come through self-reliance. The visually handicapped child needs orientation and mobility even before he needs academics. After the pupil has entered school, academics could motivate orientation and mobility. It has been well stated that good rehabilitation of an adult starts at the bedside. It could also be added that the child's orientation and mobility training should start in the cradle. This must be a growing program and it should get started as early as possible. Orientation may be defined as finding of one's relative position or bearing in general. This does not come easy if the child has no sight. Obstacle sensation, which is object perception through sound waves, can be used very well by a young blind child. The degree of usable talent for obstacle sensations, if known by instructors, would allow orientation to develop much easier. The teacher or attendant, of course, must know what degree of development to expect and what use can be made of these aids for additional development. Kinesthesia is another important factor that needs to be developed. Teaching the muscles to function properly is most essential in this beginning. In fact orientation and mobility can not be had without kinesthetic teaching. Physical education is important in muscle tone and dependable reactions. The blind child finds security in effectively using these factors, this in turn helps to eliminate fears. All of these aids will help in the development of orientation.

Who should know about these areas of teaching? The community, volunteer, church worker, or anyone who will help the child. The parents may not know or understand how effective this teaching may be; certainly we can not always teach all who should know, but we can try. There are too many children who are old enough now to enter schools and classes and have not learned these essential demands of daily living. The excuse may be offered that he has not learned because he could not see. This we know is not the truth of the matter. The schools and classes can not be successful in their roles if these pre-school children are not given basic training in all these areas. The expert may not be called in for general orientation and environmental mobility unless one

happens to be available. The parents, baby sitter, grandparents or anyone else who cares for the child needs an adequacy in meeting these requirements. The primary and elementary teachers should know of the progress or lack of it when they receive the child. This body of knowledge should be added to, so long as he is in school or vocational training. The administrator should accept the responsibility of providing instruction, as a part of his duties, the same as he would be concerned with the health program or the academics. It is recognized that this covers a wide range of responsibilities, but the curriculum in its broadest sense includes all avenues of improvement. Orientation and mobility are prime prerequisites for formal travel training. Those of us who have taught either cane or dog guide travel do not publish pamphlets or lesson plans in detail. This is not done because a novice may use such material to endanger the very life of a child or an adult.

The question has been rightly asked—what shall we do with a few pupils in a braille class of varied ages? Where will we get help with this instruction for teachers, parents, and others? The simple answer could be given that the difference between a problem and a solution, is an idea. It is not within the province of one man to speak for all the agencies in the United States and Canada. But, a number of them can be made available if a need exists. Rehabilitation Centers, sheltered workshops, and residential schools can certainly be used. Personnel can be provided for summer seminars and regional workshops. We can always depend on the old reliable by writing to the American Foundation for the Blind. The Secretary's Office of the AAIB is a willing helper. It should be well understood that formal training for travel should be given by the experts. If a dog guide is needed we can always depend on our friends at Seeing Eye, Inc. Most people who are concerned with the blind child or adult will gladly attend a workshop. They enjoy the experiences and it gives them an adequacy that they would not otherwise receive. The knowledge will increase and the improvements will come where they should; that is with the child that needs it. There is a great need for a widespread teaching program of orientation and mobility. This would in turn present a greater need for good travel training, either with the dog

or the cane, and as electronics come into the picture, they too should be used. Those of us who are beginners are not expected to have all the answers. Yes, and even those of us who are older in the service do not have all the answers, if we were to tell you the whole truth. We need each other in all of these efforts. Nothing succeeds like success. Let us take new confidence in what is already known and grow from this worthy beginning. The children of today will help us if we attempt to help them. We cannot wait until we are all experts before we get on with the work. Let us strive to make each generation a little better than the preceding one. This can be well done by a whole hearted effort.

DEMONSTRATIONS

Show Junior High and High School teachers orientation and mobility for their regular class activities.

- A. The pupils should learn the class room and all that is in it.
 1. How to move from the child's desk to the teacher's desk.
 2. Through the aisles.
 3. From closets, to cupboards, to

shelves, and etc., to other pupils' desks.

- B. The wash room route and return:—
 1. A shoreline and landmark.
 2. General directions and how to find them.
- C. How to go to the lunch room and return:—
 1. Part of the way if it is too far to learn within one lesson.
 2. The inside of the room.
 3. The shoreline and landmarks that are essential to the learning.
- D. Building:—
 1. Various places of interest.
 2. Halls, stairways and storage rooms.
- E. Grounds and play area:—
- F. Orientation techniques used to leave the campus.
 1. How to find the four directions.
 2. Commendations for advancement when well earned.
- G. How to follow a sighted guide.
 1. Instruct him in the teaching of his family and friends.

PANEL DISCUSSION—MOBILITY EXPERIENCES FOR CHILDREN IN PRIMARY AND ELEMENTARY GRADES

BEATRIX BAIRD, *Travel Instructor*
Maryland School for the Blind
Baltimore, Maryland

Training in orientation and mobility is a fairly new discipline of teaching but we are well aware of its importance. While we have realized for some time that this training should start long before the child comes to school, and while we long have recognized that many people must be involved in this training, it has been a comparatively short period during which educators of blind children have taken cognizance of the fact that we need specially, and carefully trained teachers of orientation and mobility. Not only must these teachers have this highly specialized training, but they must be, I feel, people with qualities in addition to those we look for in all teachers.

A mobility teacher must have a vital concern in, and a profound respect for the dignity of the individual, be he child or man. He must be a perfectionist who pays continuous attention to the niceties of every situation; one who is aware of all the risks, and has the fortitude to cope with them without adding the burden of his fears to those of the pupil; one who can take the frustrations and disappointments which come from many sources, the lack of ability in some pupils, the rejection and interference which unfortunately frequently come from the very people to whom he looks for support, parents and other teachers; he must be an elucidator, one who makes things crystal clear; and,

along with a tremendous zeal for his work, he must have an iron constitution.

As I have already said, training in orientation and mobility should start with the very young child, because he must be taught many things that a sighted child learns by his own observations, the location, size, shape and movements of things in space, and their relations to each other. He must be allowed, and urged, to explore everything about him. He must be helped in gaining an understanding of his environment. This requires continuous showing and explaining in order that his concept will be realistic.

A very young child can be taught many things: good posture, a smooth, easy gait in walking, the ability to run, skip and jump. His curiosity should be stimulated so that he will not be satisfied with verbal concepts but will want tactual experiences. He has a tremendous need for experiences with common objects and the skills used in the activities of daily living. It is not enough to explain things to him. He must learn in terms of his own senses. Of these the most important, if he is to become independently mobile, is probably the skill of listening; the recognition of sounds, localization of the sounds, and the discrimination of sounds whether stationary or moving. He must be taught to be aware of differences in terrain and thus gain the conscious faculty of cognition of the feel underfoot and the sound of footsteps on varying surfaces. Some children instinctively recognize auditory clues and temperature changes or air currents but need training to grasp the implications of a new situation in association with other situations in their experience. An awareness of the movements of other people as well as the position of inanimate objects is necessary, not only to avoid running into them, but to use them as guides. The child should be taught to use one arm for protection against bumping things, rather than be allowed to move with both arms fanning out before him, for this not only looks awkward but gives him no protection. The ability to walk smoothly in a straight line can be developed by practicing on a narrow walk or plank, or by walking close to a wall without touching it. He must learn to take care of himself and his belongings with a fair amount of ease. This takes a long time so we must start this training at an early age too. We

must provide the stimulus and encouragement required in the slow process, and not become impatient because we can do it so much faster and more expertly.

We must be certain that the child understands each situation, starting in controlled, simple situations and taking him into increasingly more difficult ones as he gains confidence through familiarity with his environment. We must not allow ourselves to be misled by a blind child's ability to verbalize, but must make sure that our words have been understood—and it is important that we all use the same terminology in the area of orientation and mobility. Variations in the meanings of words here will lead to disheartening confusion.

Orientation and mobility training continues endlessly. As our man made world becomes increasingly complex, the amount of information the blind person must elicit from the seeing is compounded. The child finds more challenging situations as his world broadens. He must comprehend directions in space; understand the concepts of North, East, South and West; be able to take a direction from one point to another, be it from one door to another, from floor to floor within a building, or from one building to another. He must be made aware of the ability to perceive objects in his path, and through practice develop this perception to the utmost. We must help him gain confidence, with a proper sense of caution when moving out onto less familiar ground, for insecurity interferes with perception.

When should we start formal training with an aid, such as the long cane? When the motivation, the need, arises for the boy, or girl, to move independently in uncontrolled, unfamiliar environments. The cane is a tool which requires skill in handling to make it a useful one. This takes practice, very precise practice, and lots of it. The youth must learn many other things now; the way streets intersect each other; the way traffic moves and is controlled; how to follow verbal directions; how to spot and make use of landmarks; how to ask for help when it is needed; and how to graciously refuse it when it isn't. He must become flexible in his level of attention, and must gain auditory selectiveness. He must be able to recognize that the perspective of sound changes as he and the sources of

sounds move. This means that he must learn to filter out the sounds that give him cues to follow, like the hum on overhead trolley wires above the noise of cars, indicating an approaching trolley. He must learn to accept failures without losing the determination to persevere until successful. We must make him realize that the cane is a real aid to independence and not let him succumb to the resistance against it which we find not only in many adolescent youths, but in adults, teachers as well as parents.

The partially sighted child is in as great need of training. As long as he can see he will not feel the necessity of developing his other senses. But his sight is not always adequate or accurate, and because

he appears to see he will not be looked out for as is the obviously blind child. Through instruction he can develop the sensory acuteness of the blind, and can learn techniques that will greatly add to his security and adequacy.

It is important in our training programs that there be acceptance of the cane by our school staffs, parents and pupils. We must work to develop all the endowments of the individual child, realizing that children can learn skills before they have the judgment to use them properly. And we must remember that mobility skills are motor skills which take continuous practice to develop and refine, and require continuous, concentrated attention.

PANEL DISCUSSION—MOBILITY SOME CONCEPTS ON ORIENTATION AND MOBILITY

ROBERT H. WHITSTOCK

Seeing Eye, Inc.

Morristown, New Jersey

In recent years there has been growing awareness among educators of blind children that orientation and mobility skills are of paramount importance. To implement this awareness, many schools and school systems have initiated mobility training programs. This trend is a good one, and it is certainly gratifying to see it grow, but I think it is now time to take inventory to be sure we know where we are going. The implications of mobility competence or lack of it are so far-reaching in the social, psychological and economic sphere, that all of us must be careful that these new programs be of the highest quality and scope—and not merely superficial! In the realm of mobility training we are literally dealing with the life or death of a human being, and we are dealing with the confidence and motivation of persons. Premature training, incompetent handling, or inadequate preparation can all have disastrous physical or psychological consequences.

From my own standpoint, I have found the following definitions helpful in clarifying my thinking on orientation and mobility considerations. These definitions are

artificial, for orientation and mobility are terms complexly interwoven. By orientation I mean an effective awareness of and **interaction** by an individual with his physical, cultural and social environment. By mobility I mean the possession or use by an individual of formalized skills for his independent negotiation of the physical environment.

By definition then, orientation becomes almost the process of life itself, including the basic processes of maturation, socialization, and the development of the neuromuscular structure. It involves the interaction between a developing child and his social and physical environment and the child's ability to systematize and use external stimuli and information in order to be a part of reality. With this broad view, over-protection, rejection, isolation, lack of external stimulation or experience, etc. will clearly distort natural behavioral development and thus markedly affect a child's orientation level. Poor physical development, bad posture, mannerisms, social inadequacy, withdrawal, emotional immaturity, lack of initiative, etc., together or separately, can be the result. In any event, this lack of early orientation

effectiveness, compounded later by a curriculum weakness on the part of a school system to meet these problems, has resulted all too often, in the past, in restricting the economic and social potentialities of the adult. Not only has there been lack of behavioral development in blind pre-school children, and indifference on the part of school systems toward their orientation needs, but there have—in addition—been policies and weaknesses within school systems themselves which may have actively retarded or depressed previous orientation levels. Thus, all of us are familiar with instances of the youngster who has over-excelled in academic pursuits only to be woefully inadequate in the social and recreational aspects of life. How much more effective could their lives have been if from early childhood and through their formative years they had matured under the guidance of persons with a positive and wholesome philosophy and under a system of schooling which **deliberately** fostered their orientation development through a myriad of tiny but important details,—details incorporating such matters as daily living skills, positive public relations without exploitation, creative recreation, and the fostering of attitudes which encourage the individual's personal responsibility.

As a consequence of the foregoing, it is my deep conviction that orientation and mobility skills must be **deliberately** fostered by a school system, and the impact of home, school and community on a blind child should be understood. A program should be formulated, consequently, which would incorporate constructive action by teachers and parents so that the advances achieved in the school could be consolidated in the home. To do this, all those who have contact with a blind youngster should have exposure to a proper perspective on the importance of orientation and mobility skills.

One element in a proper perspective toward orientation and mobility is an understanding by teachers, parents and blind youngsters themselves, of the relationship between long cane use and dog guide use. As has been said so many times, these are not competitive or antagonistic systems, but rather they are complementary — or supplementary. Experience over the years

at Seeing Eye has indicated, generally, that the better oriented a student is before he enters our school, the more effective will be his technical use of a Seeing Eye dog. Cane travel training is not a prerequisite for eligibility at Seeing Eye, but formal mobility training—if provided properly—will raise an individual's orientation level and thus eventually enhance his ability to use a dog guide.

Closely related to this topic is another basic point and that is the question of freedom of choice as to which method best serves an individual's needs. Long cane techniques and Seeing Eye dog use have been validated by thousands of blind persons who have achieved effective independence through their utilization; however, as to which system an adult will utilize—that choice must belong to the individual. One of the primary responsibilities of rehabilitation counseling is the duty to encourage independent decision-making on the part of a client; consequently, blind persons should have the right to choose which method of mobility best serves their own interest. To make such a decision, accurate information on mobility systems should be available to the student so that as an adult he will be able to choose wisely. Since Seeing Eye dog use is a highly specialized subject, the best source for such information would be The Seeing Eye. Persons who wish to learn more about our program should write directly to The Seeing Eye, Inc., Morristown, New Jersey and we will be happy to answer specific questions or to furnish literature.

Since long cane techniques have been dealt with elsewhere in this panel, I will confine the remainder of this paper to a discussion of Seeing Eye dog use.

From its beginning, The Seeing Eye has maintained that not all blind persons can use a dog guide to advantage, and it is the absolute responsibility of a dog guide school of integrity to assign dogs only to those blind persons who can benefit from their use. Thus, the decision as to which persons qualify is again a highly specialized matter and must rest, of necessity, with Seeing Eye itself, but there are basic qualifications that can act as guide lines to counselors or teachers.

Each application received at Seeing Eye is treated individually and confidentially,

and is judged against the following criteria:

1. A prospective applicant should be in reasonably good health and should be of at least average intelligence.
2. Individuals should be at least 16 years of age and generally not older than 55; however, each application is judged on its individual merits.
3. Students attending a residential school for the blind would not have a justifiable need for a dog guide and consequently should wait before making application until after graduation from high school.
4. Most students who attend The Seeing Eye school are totally blind or have light perception, but individuals who have some vision, but not enough for travel purposes, may also qualify.
5. Persons who have a hearing loss may qualify, but they should be able to tell the direction of traffic with a remarkable degree of accuracy.
6. The individual must have a worthwhile purpose in life, for Seeing Eye dogs need constructive purpose in order to work well; consequently an individual likely to become a mendicant could not be eligible.
7. College or university students, housewives, employed persons, civic leaders and persons who are unemployed but have real employment plans, would have the necessary constructive purpose, while those who are inactive and unmotivated could not be successful dog guide users, for, as indicated above, a Seeing Eye dog is a working dog and by its nature requires purpose and use in order to maintain its effectiveness.

In our evaluation of an application in order to determine eligibility, as complete a picture as possible of the individual is important. A realistic appraisal of a blind person's capability would certainly be helpful in this determination. Personal adjustment, including emotional stability, unusual conditions, spatial orientation, muscular coordination and balance, plus motivation, are all important in assessing eligibility.

Training at The Seeing Eye generally lasts four weeks for new students, but an individual does not leave with his dog until he and the Training Division are confident of the safety of the unit. This does not mean that all students who graduate perform identically. Both dogs and

students are individuals and the end result of training is highly differentiated. This is true for cane travel instruction as well. Successful graduation from The Seeing Eye does mean, however, that the individual can function adequately, and that he has acquired the necessary skill to care for, control and use his Seeing Eye dog. After graduation the school maintains continuing contact with students, and follow-up assistance is available when necessary.

A Seeing Eye dog guides its master by means of a U shaped harness handle. This harness is, in a sense, a telegraph line that communicates vital information back to the master. Experience and training teach a student how to evaluate and use this information. The motions and reactions of the dog can be felt through this harness and in time, the dog guide user learns to judge the degree of a turn or the reason underlying his dog's behavior. Among the lessons a Seeing Eye dog learns are to stop at curbs and steps, to avoid obstructions—including those overhead—and to pay attention to traffic. A Seeing Eye dog can generally learn new routes quickly and will generally walk along at a rapid pace and in a straight line. In crowded places their pace slows and their course becomes more circuitous, depending upon what the situation requires. Their intelligence and their sense of responsibility make them face dangerous situations with care and discretion. A Seeing Eye dog will intelligently disregard a command given by its master which would lead to serious harm.

A Seeing Eye dog is directed through a series of "left", "right" and "forward" commands; consequently the master should be fairly well oriented to the locality in which he moves. In unfamiliar places the dog guide user must ask directions—as would a sighted person. In certain types of situations where a maze of possible pathways exist, a dog guide can be taught to follow a specific route. This capacity in a Seeing Eye dog makes the negotiation of a large transportation terminal a relatively simple matter.

Self-confidence and psychological attitudes of adequacy are important components in independent travel. A properly used Seeing Eye dog contributes greatly toward confidence and can reduce the ner-

vous tension so many blind persons experience in their travels. A brisk pace, the efficiency of movement, the ease of maintaining a straight line, the relative simplicity of handling traffic situations—all contribute to this feeling of confidence and self-reliance. Moreover, the self-image a person holds is molded, in large measure, by the reaction of the people around him, and a properly working dog-master team will invariably evoke a positive response from the public. Also, a well-controlled and trained dog is essentially a symbol of independence, and this may well account for the fact that so many of our graduates, over the years, are persons whose occupations are such that they require extensive and positive contact with their communities.

A question frequently raised concerning mobility aids centers largely on the idea of the image created by the use of an aid—whether it be a dog guide or a cane. In other words, blind persons often wonder if a mobility aid is inherently a badge of blindness. My response would be that a properly used aid lends dignity and adequacy to the person and rather than acting as an identification of blindness, the major emphasis becomes that of independence.

Another question often raised by blind persons is whether or not the use of an aid creates dependence by that person on his aid. Put in another way, the question is: Does the use of a dog or cane decrease the effectiveness of an individual's sensory processes? The answer is clearly "no". In the first place, when using a travel aid a blind person also utilizes all his sensory perspective. The aid, plus the individual's sensory capacity, thus produces a sum total of an individual who is far more independent. Using an aid, therefore, does not replace sensitivity to reality, but rather augments a person's capacity and independence.

Other questions raised more specifically to Seeing Eye dogs also need answers:

Dog guides are now permitted universally in buses, trains, aeroplanes, restaurants and hotels. This acceptance by public accommodation has been achieved largely through the demonstration by Seeing Eye graduates across the United States that their dogs are not a complicating factor in the functioning of public facilities. In addition, a number

of states, in recent years, have re-enforced public acceptance with legislation making it a legal right for a blind person to be accompanied by his dog guide in public facilities.

As far as employment is concerned, our graduates over the years have indicated a generally favorable reaction by employers to their use of Seeing Eye dogs. A clean, well controlled dog, kept out of the way when off duty, which can guide its master at will without help through an employment setting, could not be a liability — but rather a catalyst for the effective participation of blind persons in employment. A person equipped with independent mobility skill, whether it be with a dog or a cane, is a person who has widened his economic potentiality.

Seeing Eye dogs, through careful selection, are highly adaptable. They adjust easily to a family setting, and many of our graduates are married and have families. Some attention from friends or children to the dog is not harmful.

Generally, a dog guide user through his personal choice keeps his dog near him, but this does not always have to be so. Part of the instruction a person receives at Seeing Eye is the procedure to follow in order to adjust a dog to being left alone when it would be more convenient for dog and master. Thus, for example, if the dog guide user wished to go to the movies, their mutual convenience might be best served by leaving the dog at home.

In a restaurant or dining room setting, the dog is taught to lie quietly beneath a table or chair and to do so without confusion or effort.

On public transportation the dog is kept between his owner's feet in front of the seat, thus taking up only limited space and not inconveniencing others.

In other words, a Seeing Eye dog, in the hands of a properly qualified blind person, can be a social asset as well as an effective and practical mobility aid.

Of course, there are responsibilities inherent in dog guide ownership, but most of us who use Seeing Eye dogs do not consider their impact excessive. The cost of maintaining a dog would generally be \$10 to \$15 a month. Veterinary expenses are generally negligible. A dog should be aired four times a day, groomed daily and

given obedience exercises daily. Each of these operations takes but a few minutes. Seeing Eye graduates agree that these few responsibilities are a small price to pay for the independence and self-reliance that a dog guide can bring.

In conclusion, let me review some of the fundamental concepts touched upon in this paper: The dog guide and long cane travel techniques are validated, practical systems of mobility which can bring a high level of independence to blind persons. It is important, however, to realize that to achieve this goal of independence, the services provided must be extensive and of the highest quality, for to do otherwise endangers the life and psychological integrity of the individual. School administrators, teachers, parents and all those who come in extensive contact with a blind child should try to gain a wide perspective on the implications of orientation and mobility skills. These individuals

should familiarize themselves with the policies, procedures and techniques of long cane and dog guide use, and accurate information about these mobility techniques should be brought to the attention of the youngsters. The "supposed controversy" between cane and dog guide travel should be ended and the fact that these travel systems are complementary and not competitive should be understood. The fundamental right of a qualified individual to make a free choice as to the travel mode he prefers should be an operative principle applied in practice as well as in words.

All of us interested in seeing to it that blind youngsters grow to be effective and independent adults must join together in the attack on mobility. Through cooperation, co-ordination and understanding we can achieve our objective—which is to give blind persons genuine independence and community acceptance.

PANEL ON EDUCATIONAL RESEARCH—SOME RECENT RESEARCH ON READING FOR THE BLIND AND PARTIALLY SEEING

DR. S. C. ASHCROFT, *Assistant Professor*

Education of Exceptional Children

George Peabody College for Teachers

Nashville, Tennessee

I'd like to report briefly on two studies of reading, one concerned primarily with the reading of the blind, the other reading by the partially seeing, and one concerning spelling and the influence of braille reading on spelling.

The first study of reading is "A Comparison of the Oral Reading of Blind and Sighted Children" by Ralph T. George. The subjects were 21 braille reading students from two residential schools and 21 seeing students from Davidson County Tennessee school system. Students were paired on I.Q., school years completed, and sex. All students were between age 11 and 14.

The Gilmore Oral Reading Test was administered individually, and scores were obtained on oral reading rate, comprehension, total errors per 100 words, mis-

pronunciations, words aided by examiner, punctuation errors, word insertions, hesitations, repetitions, and words omitted.

No significant differences between the groups of braille and print readers were found for total errors, substitutions, words aided, punctuation disregarded, insertions, repetitions, nor omissions.

Significant differences were found in mispronunciations (the sighted made significantly more) and hesitations (the blind made significantly more).

The majority of errors for both groups were errors of word substitutions and repetitions. These two error types accounted for 67% of the errors of the sighted and 62% of those of the braille readers. The sighted committed a slightly greater number of both kinds of errors than did the braille

readers, but not sufficiently enough more to provide a significant group difference.

In the case of the error types in which significant group differences were found—i.e., in hesitations and mispronunciations—the blind made 6 times as many hesitation errors as did the sighted. The sighted made two and one-half times the number of mispronunciation errors the braille readers did.

The rate of reading for the two groups differed markedly. The average rate of the sighted was 100 w.p.m. with a range from 54 to 164 w.p.m. The braille readers' rate averaged 60 w.p.m. and ranged from 32 to 92. The fastest braille reader failed to reach the average of the sighted group. Nevertheless, the braille readers had significantly better comprehension scores than did the seeing children.

The groups were well matched as evidenced by their reading performance—the sighted read 151 paragraphs and the blind read 152 paragraphs. Seven pairs reached their ceiling in the same paragraph. Ten pairs differed by only one paragraph. Three pairs differed by two paragraphs and only one by three paragraphs. The sighted had a mean I.Q. of 102 with a standard deviation of 17.7 while the blind averaged 101 with a standard deviation of 16.1.

Reading and Psycholinguistic Processes of Partially Sighted Children—

by Barbara Dee Bateman

The stated purpose of this study was to investigate the effect of visual defect on the reading and psycholinguistic processes of partially seeing children.

Twenty special class and resource room programs for partially seeing children in Illinois, excluding Chicago, were selected for testing. All children enrolled in grades one through four in these classes were examined. This sample constituted more than 90 per cent of the total population of children enrolled in such classes in the state of Illinois, excluding Chicago. The total number was 131.

Reading Tests Administered: The Monroe Diagnostic Reading Examination and the Illinois Test of Psycholinguistic Abilities were administered to sub-samples of

the subjects. The Gates Speed and Accuracy Test was used for a small sub-study (N-46) of speed and accuracy of reading by the partially seeing.

The norms of the tests used served as comparison data in the investigation except in the consideration of reading processes, and for this, comparison data on 30 normal children from a study by L. M. Dunn were used as comparisons. Results: The Sample—An examination of the grade, sex, IQ, visual acuity, and eye condition of the 131 partially sighted subjects in special class and resource rooms revealed:

The subjects were divided by eye condition into the following groups: very mild (better than 20/40); mild (20/40 to 20/70); moderate (20/70 to 20/200); severe (less than 20/200 but no extreme sign of visual anomaly); very severe (20/200 with behavior symptoms of extreme difficulty in seeing); unknown (visual acuity unknown).

About 40 per cent of the children had mild visual defects, visual acuity greater than 20/70 in the better eye; about 40 per cent had moderate defects, visual acuity 20/70 to 20/200; and 20 per cent were legally blind, visual acuity 20/200.

The ratio of boys to girls was three to two. The girls were more seriously visually handicapped as a group than were the boys.

The intelligence test scores (Binet or WISC I.Q.'s) were essentially normally distributed with a mean of 100. The children with refractive errors, about 40 per cent of the sample, tended to be less severely visually handicapped, to be older, and to have lower IQ's than did the children with other types of eye conditions.

I am reporting but a few of many findings in this study. Since they are reported out of the context of the whole study and all of the findings, they are presented with caution about generalization.

Reading Achievement. Reading scores were obtained for 96 students on the Monroe Battery including the Gray's Standardized Oral Reading Paragraphs, the Gates Primary or Advanced Paragraph Reading Test, the Iota Test of Word Recognition, and the Monroe Word Discrimination Test. These results, among others, were found:

The total group of partially sighted children read an average of six months below mental age, but less than one-half month below grade placement.

As a sub-study the investigator administered the Gates Survey Speed and Accuracy Test to 34 fourth graders and 12 third graders. It was found that:

Speed of reading was about two months below the average reading grade, but Accuracy was higher than for normal children.

The errors made by 96 partially seeing children, grades two to four, on three reading tests were analyzed and compared with the test standardization group and a comparison group of thirty normal children from the Dunn study in 1954. One of the findings was:

If the criterion of exceeding both a normative and special comparison group is used, the partially sighted did not make excessive errors of any kind.

Comparisons of level of reading with eye condition and visual acuity and also comparisons of error types with eye conditions and visual acuity were made and the following were among the results:

No significant differences were found between the reading achievement of the mild, moderate, and severe visual defect groups, but there was a tendency for the mild defect group to read less well in relation to grade placement than did the moderate and severe defect groups.

No significant differences were found between the error types made by the mild, moderate, and severe visual defect groups, but there was a tendency for the mild defect group to make more errors of all types except words "aided" and "refused".

Psycholinguistic Processes. The ITPA scores of 93 partially seeing children were compared to the test standardization group and related to IQ and visual problems. These comparisons showed:

Partially sighted children as a total group perform significantly less well than normals on visual decoding, motor encoding, visual-motor sequential, and visual-motor association subtests of the ITPA and do not differ from normals on the auditory-vocal channel subtests. (Mostly contributed by the severely visually limited.)

Conclusions:

The reading tests utilized in this study are appropriate for use with partially seeing children without enlargement and without extended time limits.

The Monroe test is particularly well suited for use with visually handicapped children because, while most of the print is large and very legible, at the same time a wide range of print sizes are employed in various sections of the test.

There is no reason to expect reading retardation among partially seeing children, provided that suitable materials have been available to them from the beginning of their reading instruction.

It appears that the slight reading retardation found with these children as a group, especially the fourth graders, is the result of the low reading achievement of a small group of children with very mild visual problems who have been placed in special classes primarily because of a learning disability rather than actual visual difficulty.

The ITPA as a whole appears to be an excellent diagnostic aid to be utilized in determining level and mode of visual functioning in partially seeing children. The inadequacies of visual acuity notations and purely subjective evaluations to describe visual functioning have long been noted by teachers of the partially seeing.

A study was completed in 1961 by Miss Godshall of the South Carolina School entitled "Analysis of Spelling Behavior of Braille Reading Blind Children." The purpose of the study was threefold: to determine (1) whether blind children are poor spellers when they write words in full spelling; (2) whether blind children are poor spellers when they write words in grade II braille form, and (3) if grade II braille reading influences the types of errors made.

Two hundred and twenty seven pupils in the third through the ninth grades from eight residential schools were included. Findings of the study were based on test results for children who did not exceed the normal chronological age for their grade placement by more than one year and ten months. Even this liberal criterion eliminated a large number of children. Spelling tests from the Stanford and Metropolitan Achievement Tests were used.

The findings indicated that the blind children studied were at grade level for their age but above average in their ability to spell words in full spelling when age for grade was controlled. On the Stanford Test they averaged 1.2 years above grade placement. On the Metropolitan Test they averaged 1.6 years above their grade placement. Blind children do not spell as well in their own medium, that is grade II braille does affect the braille spelling behavior of children who read in this medium.

Children spelled poorest in grade II spelling when spelling words involved abbreviations, multiple-cell contractions (especially final contractions) or when two or more contractions were involved in a single word.

The author concluded ". . . there is no need to be unduly alarmed about blind children's ability to spell. They compare very favorably (at least the children in this study) with sighted children."

PANEL ON EDUCATIONAL RESEARCH—RESEARCH ON TESTING THE BLIND

CARL J. DAVIS, *Head*

Department of Psychology and Guidance
Perkins School for the Blind
Watertown, Massachusetts

At the present time, there are several tests available for measuring the intelligence of blind children and adults. These tests have been, and probably will continue to be, widely used. However, they have a very definite weakness in that they are all verbal tests of intelligence. Therefore, it is encouraging to know that currently there are people interested in and engaged in research to develop non-verbal tests of intelligence for the blind. Their work will make it possible in the future for us to assess those non-verbal areas of learning ability and of special skills, including those very important factors, tactile perception and organization, which have to date been neglected in our appraisal of the learning ability of blind children and adults.

T. Ernest Newland and his associates have been working since 1952 on the development of the Blind Learning Aptitude Test,³ commonly referred to as the BLAT. This is a test involving tactile perception and organization in which the assumption is made that the BLAT involves sampling of behavior with respect to certain psychological processes important in the act of learning. The test consists of an extensive series of embossed forms of varying complexity and structure, intended to sample the following processes: (1) the

discovering of differences; (2) the identification of identities in several patterns of its manifestation; (3) the discovery of relationships with view to extrapolation in terms of them. These relationships consist of three patternings: (a) a progression in the order of a: b: c: d what comes next; (b) a major figure or pattern with an identifiable part missing and (c) four-figure and nine-figure matrices. Memory per se is not sampled and perception is not tested apart from other psychological processes. Verbal adequacy as such is minimally involved. Verbal instructions are employed but vocabulary demands and communication are minimized. Standardization procedures are under way with this test and in time it should be a useful addition to our battery of materials.

In 1954, H. C. Shurrager, P. S. Shurrager, and S. B. Watson⁵ devised a performance scale for the adult blind which consisted of five tests. Four of these tests, Digit Symbol, Block Design, Object Assembly, and Object Completion were more or less analogous to Digit Symbol, Block Design, Object Assembly and Picture Completion of the Wechsler-Bellevue Intelligence Scale. The fifth test, Plan of Search, was an attempt to adapt for blind subjects the Ball and Field Test of the Stanford-Binet. Because the intercorrelations of the

five tests which comprise the scale suggested that a common factor was involved to a large extent in all of them, two additional tests which appeared to require less fine tactile discrimination and skillful manipulation of parts were devised and included in the scale administered to a research sample. These two tests are called Bead Arithmetic and Pattern Board. The finished test is now called the Haptic Intelligence Scale for the Adult Blind (HIS). The HIS is a scale whose sub-tests show relatively high intercorrelations and relatively large standard deviations which in combination with moderate reliability coefficients result in high standard errors of measurement. The scale would be improved by the inclusion of easier items in several tests.

Although a great deal of work has already been done with the HIS, it is not represented as a perfected test in its present form. It should be administered and interpreted with caution with much of its current value being in the clinical cues that it provides a trained psychologist using it. Correspondence with H. C. Shurrager indicates that it is difficult to say when the kits will be available. There is a problem in the cost of manufacture with present bids indicating an exorbitant price. Efforts are being made to obtain some sort of subsidization that will make it possible to get this test on the market. The writer has had considerable experience with this particular test and he feels that it will be a truly useful test with children as well as with adults.

Robert P. Anderson¹ is in the process of developing a tactual three dimensional representation of the Raven's Progressive Matrices to explore the reliability and validity of tactual scales of this nature for selected populations of blind adults and children. The matrices have been reproduced by raising elements of the various patterns on a flat surface and then reproducing this format through the thermoform process. At the present time, testing with the tactual representations of the matrices is being conducted with children and adults and we are hopeful that this process may add another means by which we can learn more about blind school children and adults.

The writer and his associates have developed an adaptation of the 1960 Stan-

ford Revision of the Binet-Simon Scales in which a definite effort has been made to substitute items calling for the use of tactual perception and organization as substitutes for those items in the original test calling for visual perception and organization. It is our intention to develop normative data on a sample of twenty-five hundred blind children and young adults between the ages of three to twenty-one years for standardization purposes. Following the completion of the standardization process, the final form of the test will then be administered to a group of six to eight hundred seeing students in order that comparative, but not correlative, data may be obtained. It is our hope that this test will satisfactorily combine verbal intellectual function with tactual perception and organization so that a single meaningful test will result. Funding has just been obtained for this task so it will be probably three to four years before this test will be available for general use.

In the twenties and thirties, Hayes and others briefly attempted to adapt group tests of intelligence for use with the blind. However, they felt that their efforts were not sufficiently successful to warrant continuance of such work, so that later efforts, including those just mentioned above, were based upon individual tests of learning ability. However, the widespread success of the Scholastic Aptitude Test of the College Entrance Examination Board has demonstrated that group tests can be used with satisfying results. Therefore, it is encouraging to find that M. A. Pearson⁴ has undertaken, as a doctoral dissertation, to establish normative data on fourth, fifth, and sixth grade blind and partially seeing children using the School and College Ability Test, Level 5. The SCAT Form A was transcribed and multigraphed into braille and printed in large type and this form was administered to one hundred seventeen braille readers and eighty-two large type readers in seven residential schools for the blind. From the results obtained, it can be concluded that this test may become useful as a measure of scholastic ability for blind students. However, it is to be hoped that Miss Pearson or another researcher will undertake to standardize it upon a satisfactorily large group of students and it is also to be hoped that this effort will encourage others to support or extend this area of test development.

A. Gruber² used the development of a reconstruction-form tactual test for use with the adult blind as the basis for his doctoral thesis. This is a special ability test using a pencil-and-paper format, designed to yield a combined measure of tactile perceptiveness and gross manipulative dexterity. The study indicated that the test scores were reliable and have demonstrated validity to a useful extent and they do yield a combined measure of both gross manipulative dexterity and tactile perceptiveness. It is felt that the tactual reconstruction peg-board should prove of assistance in a vocational selection placement and counseling of the adult blind. However, it is recommended that normative data be collected for those occupations filled by adult blind workers for which the test demonstrates utility.

J. Tiffin⁶ and associates have developed the Vocational Intelligence Scale for the Adult Blind which has as its basic item unit a series of four geometric patterns in raised form. These raised forms are readily discernible through both touch and sight. Three of the four forms in any item are similar in some respect, the fourth is different. The differences may be due to size, shape or over-all configuration but the task of the subject is always the same; he must discern which form is most unlike the other three. The final form of the test consists of forty-three items, arranged in ascending order of difficulty. Tiffin studied the Vocational Intelligence Scale for the Adult Blind in conjunction with the Wechsler Adult Intelligence Scale, the Tactual Reproduction Peg-Board, the

Asher-Frohman Maze, and the Sentence Completion Test. While the Wechsler was the most valid single test for the blind as a group, the Vocational Intelligence Scale for the Adult Blind and the Tactual Reproduction Peg-Board were found more valid in industrial settings where manual and somewhat non-verbal jobs predominate. Plans are under way to make available a kit containing the materials used in administering the two tests developed in connection with that research project. These two tests are the Vocational Intelligence Scale for the Adult Blind and the Tactual Reproduction Peg-Board. While these two tests are more limited in their application than the tests mentioned in the early part of this paper, they should, when available, make a useful adjunct to our batteries for appraising the various abilities of blind persons.

Bibliography

1. Anderson, R. P., Correspondence to the Author; Texas Technological College.
2. Gruber, A., *The Development of a Reconstruction-Form Tactual Test for Use with the Adult Blind*; University Microfilms, Ann Arbor, Michigan, 1959.
3. Newland, T. E., *The Blind Learning Aptitude Test*; Report of the Proceedings of Conference on Research Needs in Braille; American Foundation for the Blind, 1961.
4. Pearson, M. A., Doctoral Dissertation, University of Oklahoma, 1962.
5. Shurrager, H. C., *The Haptic Intelligence Scale for the Adult Blind*; Illinois Institute of Technology, 1961.
6. Tiffin, J., *An Investigation of Vocational Success with the Blind*, (Final Report); OVR Grant-PRF1588, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, 1960.

PANEL ON EDUCATIONAL RESEARCH RESEARCH—A NEED FOR COLLABORATIVE EFFORT

DR. MILTON D. GRAHAM, *Director of Research and Statistics*
American Foundation for the Blind
New York, New York

Research is a communications process in which not only the content or findings are transmitted to the reader but also the detailed methods and techniques for arriving at the findings are transmitted. This is done to permit careful criticism and to encourage others to use the same methods to see if they arrive at the same conclusions. The research method is in

contrast to the teacher's method of transmitting knowledge which (while based on acknowledged general principles) is often a highly personal face-to-face relationship between teacher and pupil. This important skill of the teacher is often difficult to transmit to other people, being a highly individualistic skill.

This results in the fact that the teacher's skill and the much more general technique of transmitting knowledge (usually of groups) used by research skills are complementary. The researcher needs the "content," the detailed subject matter from the teacher so that the resulting research can be meaningful to teachers, administrators and other educational practitioners. The researcher and the teacher need also to discuss the implications of research findings in light of practice. The researcher, who is primarily a methodologist in this way gains insights into his data. Fruitful collaboration between teacher and researcher should take place at two times: (1) during the planning of research and (2) when the implications for action or program planning are to be extracted from the research findings. In this way, both teacher (and/or administrator) and researcher maintain the proper role for which they are trained and in which their major experience lies.

Although the school-age population is only a relatively small sub-population (about 10 percent) of the total blind population, it is a crucially important one. The great majority of blind persons lose their sight in their adult years. (Over half are aged 50 or over.) The result is often apathy, lethargy and a general unwillingness to meet the challenges of visual im-

pairment. These are the "rocking chair cases." There is some research evidence that this is not so among people blinded earlier in life. These people tend to be active in their communities and to lead lives more nearly corresponding to their sighted peers. Somewhere in the process of going to school as a visually impaired student he learns to cope with his impairment. This process of coping might rely heavily on the social interaction processes experienced at school, at home and in some combination of the two. (Parents of blind children seem to be in more direct contact with the teacher and the school than parents of sighted students generally are.) If we knew more about this school-home-teacher-student-parent interaction we might have some insights that could be useful to the many adults who become blind in later life and who find it difficult or impossible to cope with their impairment.

The teacher, the school administrator, the ancillary personnel on one hand and the educational research specialist on the other hand need to undertake more fruitful collaboration. This meeting and the establishment of an AAIB research advisory committee is a good start. It goes without saying that a great deal more remains to be done.

PANEL ON EDUCATIONAL RESEARCH AUDITORY COMMUNICATION IN EDUCATION OF THE BLIND

DR. CARSON Y. NOLAN, *Director of Educational Research*

American Printing House for the Blind

Louisville, Kentucky

The problems of blind students in gaining access to the information required by present day school curricula are manifold. We are all familiar with the difficulties in procurement of materials in Braille, large type, or recorded form. The bulk of books, the weight and bulk of recording equipment and the cost of all these have long been a matter of concern. Once these problems are solved, it is still necessary to transfer the information from the book or record to the mind of the student and this is a process with many problems of its own.

When we examine the results of studies (16, 18) of Braille reading, we find that communication rates are distressingly slow. For high school seniors, Braille reading rates average about 90 words per minute (wpm) as compared to 250 wpm for print readers. Through greater understanding of the perceptual factors involved in Braille reading and through development of special training methods, we may be able to increase Braille reading speeds. Research on both these problems is currently underway at George Peabody College, Boston University, the American

Printing House and elsewhere and we are hopeful of the outcomes. However, in addition to Braille, the blind possess another communications channel of high potential. This is the auditory channel. It is the purpose of this paper to describe some research findings in this area and explore some problems in the use of this channel of communication in the education of blind children.

Measures of auditory communication rates reveal that they are more rapid than those associated with Braille. For example, many Talking Books are recorded at a rate of 175 wpm which is almost double that for Braille. Even higher auditory word rates have been attained through techniques developed by Fairbanks and his collaborators⁷. These make it possible to increase the word rate of a recording without altering its other characteristics. Using this technique⁸, these researchers found little drop in comprehension for auditory material presented at rates as high as 282 wpm. Rapid auditory communication of this type appears to have potential for the education of the blind and some exploratory studies of this potential have been made.

The first of these was by Iverson¹⁴ who described opinions of high school students who listened to stories which were speeded by 25 percent and 50 percent. Many students stated that they had trouble detecting 25 percent compression and that they believed 35 percent compression would be suitable for Talking Books. All students were of the opinion that reproduction at 25 percent compression was superior to listening to 33 rpm records played at 45 rpm. Enc and Stolurow⁶ used blind students in a comparison of both immediate retention and retention after 24 hours for 10 stories presented at both "slow" and "fast" rates. Rates for "slow" stories ranged from 127-183 wpm and those for "fast" stories ranged from 193-232 wpm. Speeds of the stories were achieved by adjusting the speech rate of the reader. The results showed that for both immediate and delayed recall, those who listened to "fast" rates earned greater retention scores than those who listened at the slower rates when test score per minute of listening time served as a criterion.

Last year, the American Printing House and the University of Louisville collabo-

rated in further study¹ of this subject. Groups of blind children in grades 6, 7 and 8 were exposed to materials representing those commonly found in 7th grade literature and science texts. Some groups read the material in Braille and others listened to it at rates of 175, 225, 275 or 375 words per minute. Immediately after exposure, comprehension for the materials was measured by multiple-choice tests. Analysis of the results showed no significant difference in comprehension for literary material when presented through Braille reading or listening at 225 wpm. For scientific material, there was no significant difference between comprehension achieved through Braille reading and that achieved through listening at 275 wpm. Students in the study read the Brailled literary material at 70 wpm and the Brailled scientific material at 57 wpm. Therefore, with no loss in comprehension, efficiency of communication was increased by a factor of more than 3 for the literary material and by a factor of almost 5 for the scientific material.

All studies of comprehension of rapid speech have shown that comprehension falls off at rates in excess of 275-282 wpm. However, all these studies have utilized subjects who had no previous experience in listening to rapid speech. A recent study by Voor²² indicates that comprehension does improve with experience. He exposed 50 college students to five short stories recorded at 380 wpm. At least 24 hours separated each presentation. Comprehension was tested immediately after exposure. A significant increase in comprehension of about 17% was obtained. The findings lead to a question — What are the upper limits for learning to comprehend compressed speech?

Research on listening at normal word rates demonstrates that a number of factors effect listening comprehension. Intelligence is an important variable in this respect. Kramar¹⁵, using the Brown-Carlson Listening Comprehension Test as a criterion of listening ability, reports correlations of .54 with the Wechsler-Bellevue Intelligence Test and .55 with the A. C. E. Intelligence Tests. In similar studies a correlation of .66 between intelligence and listening was found for grade six pupils and Hollow¹³ found this relationship to be .42 for students in grade five. In a study of approximately 500 pupils in

grades 4-8, Caughran³ found that growth in comprehension through listening showed steady progressive development from mental ages eleven through sixteen.

Difficulty of material is related to listening comprehension. Carver² used college students and adults in studying listening comprehension for a variety of materials. He found that the effectiveness of listening was greater when material was simpler (p. 177-178). Hampleman¹¹ in studying listening comprehension for materials from the Durrell-Sullivan Reading Achievement Test found that easy material was more readily comprehended than hard material by fourth and sixth grade pupils, both girls and boys. The validity of indices of reading difficulty for predicting level of listening difficulty has not been established. Chall and Dale⁴ graded difficulty of eighteen newscast scripts using the Dale-Chall and Flesch formulas. They interpret their results as demonstrating that these formulas predict three levels of listening difficulty (easy, medium, and hard) for college freshmen. Contradictory results were obtained by Manion¹⁷ who correlated indices obtained from the Lorge, Flesch, and Dale-Chall formulas with three criteria of listener difficulty for college sophomores and obtained no significant relationships.

Harrell, Brown, and Schramm¹² have demonstrated that length of material is also related to comprehension by listening. They presented 12.5 minute newscasts containing 20, 30, and 40 items to groups of military personnel. Not only did subjects prefer newscasts of 20-30 items but they also remembered fewer items as the number of items increased from 20 to 40.

One author² states that certain types of mental functions, i.e., recognition, verbatim recall, and suggestibility are more successfully exercised while listening. Visual and auditory response modes facilitate other mental functions exclusive of these. In the same study, the author reports that familiar and meaningful material is comprehended more readily through listening than strange or meaningless material.

The task of determining upper limits for rapid speech appears much more complex once variables related to listening comprehension generally are considered. Whether the relationships found for normal rates of speech hold for rapid speech

is a question requiring exploration. If such relationships do hold for speeded speech, then the problem becomes one of establishing upper limits under a variety of probable conditions. Once upper limits for comprehension of rapid speech are set, a subsidiary problem is designing training methods which will enable people to reach these limits efficiently. I.Q., M.A., difficulty of material and other factors, all have important implications for the quality of training achieved.

When the upper limits for comprehension of speeded speech are defined and methods developed for teaching people to reach these limits, research should be undertaken to answer a third question of relevance to education of the blind. How does learning achieved through rapid speech compare with that achieved through normal speech or reading?

Three studies have been made comparing learning achieved through listening with that achieved through Braille reading. Lowenfeld¹⁶ compared comprehension of children in grades 3, 4, 6, and 7 for lessons presented in Braille and recorded form. Reading of Braille material took three times as long as listening. Comprehension of recorded material was significantly superior to that for Braille materials for children in grades 3 and 4. For grades 6 and 7, no difference was found for comprehension of stories, while comprehension of textbook material was significantly greater for Braille reading. In the joint APH-UL¹ study described earlier, equal comprehension was obtained for materials presented in Braille and at normal speech rates. In a recent study, the speaker¹⁹ had matched groups of subjects in grades 6-12 read in Braille or listen, at normal rates, to a short passage of scientific material for 2, 4, and 5 consecutive days. On the final day a comprehension test was administered. No differences were found in amounts of learning achieved by these two methods.

The comparison of learning achieved through listening at normal speech rates with that achieved through visual reading has been made intermittently over the last seven decades. In a review of the findings of research on this topic, Witty and Sizemore²³ summarize the situation as follows: "It seems fair to conclude that learning, of course, is possible under either the

visual or auditory approach and that the variations which are found in results may be accounted for by factors such as individual differences in experience and ability, variation in the nature of the materials presented, and the nature of the testing or evaluative instruments employed. Moreover, it appears that from some studies we may conclude that improvement in learning efficiency may be heightened by judicious use of a combination of methods of presentation."

Mental ability as expressed by M.A. scores is one variable which appears to be involved in relative effectiveness of reading and listening. Caughran³ administered equivalent forms of a standardized reading test to 501 pupils in grades 4 through 8. These forms were adapted for oral, visual, and visual-oral presentation. Listening comprehension was found to be greater than reading comprehension for students in the M.A. range of 10-13.5 years. Reading comprehension was greater for pupils in the M.A. range of 13.5-16 years. Combined reading-listening provided most comprehension for M.A. ranges of 11-15 years. Hampleman¹¹ found listening comprehension significantly superior to reading comprehension for students in grades 4 and 6. However, the extent of these differences decreased with M.A.

Grade level is another variable related to the relative efficiency of learning by reading and listening. Russell²¹ exposed matched groups (I.Q.) of children in grades 5, 7, and 9 to two presentations through listening or reading of a 1000 word composition on the mongoose. A "distinct superiority" in favor of listening comprehension was found for grade 5 pupils, comprehension for the methods was equal at grade 7, and some evidence of superiority of reading over listening was found at grade 9. Younger children (ages 6-9) appear to learn more through auditory means than visual means according to Conway⁵. However, a reversal occurs for children from ages 9-14 in that reading comprehension becomes superior. Somewhat in contrast with these findings are those of Hampleman¹¹ who found listening comprehension superior to reading comprehension for pupils in grades 4 and 6.

(The existence of sex differences in comprehension by reading and listening has been reported in the literature. However,

findings are contradictory. Conway⁵ reports auditory memories of girls superior to boys except at age twelve where they are equal. Hampleman¹¹ reports sex groups equal in comprehension, except for difficult material which boys comprehended better than girls.)

The relative effectiveness of reading and listening comprehension is dependent on difficulty of material. Carver² presented a variety of passages of meaningful material to college students and other adults. He states, "The easier the material, the greater is the likelihood that auditory presentation will be more effective than visual. Materials of average difficulty tend to give equivocal results; whereas, in general, material that is intrinsically difficult is better comprehended if presented to the eye." Similar results have been obtained by other researchers who have, in addition, pointed out the interaction between difficulty of material and intelligence. Goldstein¹⁰, after studying reading and listening comprehension of adult males using reading test material, concluded that the relative superiority of listening comprehension over reading comprehension diminishes with increased difficulty of material. Listening may be superior for easy materials. However, for difficult materials the two modes may yield equivalent results. Throughout, the difference in favor of listening comprehension is greater for the less intelligent subjects.

The effects of length of material were studied by Carver² who found listening superior to reading for pupils in grades 4 and 6. In his conclusions Carver states, "The relationship between listening and reading comprehension does not appear to be altered by length of passage."

From the foregoing discussion, it can be inferred that the variable which effect the relative efficiency of comprehension by reading and listening are much the same as those related to listening comprehension itself. It is highly likely that these variables will also be related to comprehension of speeded speech as compared with that of Braille reading. Therefore, they must be taken into account in any research planned in this area.

Several additional problems should be considered for research. No information is available concerning the relative amounts of fatigue induced by reading and listen-

ing. In almost all studies on these topics practice periods have been short. In personal contacts with blind persons by the speaker, some comments have indicated that greater fatigue is experienced in listening than in reading. Another factor receiving little attention is the relative efficiency of both modes of communication. Even if reading comprehension exceeds that of speeded speech, the fact that it may take four times as long to read as to listen may be significant. Listening two or three times to material may give as much comprehension as a single reading yet still result in a saving of time. The effectiveness of learning resulting from combinations of Braille and speeded auditory materials should also be explored. For example, a Braille outline supplemented by a speeded auditory text might prove an effective combination.

References

1. Bixler, R. H., Foulke, E., Amster, C. H. & Nolan, C. Y. Comprehension of rapid speech by the blind. Part I. Louisville: Department of Psychology and Social Anthropology, University of Louisville, 1961.
2. Carver, M. E. Listening versus reading. In Cantril, H. & Allport, G. W. (Eds.) *The psychology of radio*. New York: Harper & Brothers, 1941.
3. Caughran, A. M. The effect on language comprehension of three methods of presentation. Doctoral dissert., University of Missouri, 1953.
4. Chall, J. S. & Dale, H. E. Predicting listener understanding and interest in newscasts. *Educ. Res. Bull.*, 1948, 27, 141-153, 168.
5. Conway, M. J. Development of auditory and visual memory. *Arch. Psychol.*, 1909, 2, No. 12, 4-8.
6. Enc, M. E. & Stolurow, L. M. The effects of two recording speeds on learning. *New Outlook for the Blind*, 1960, 54, 39-48.
7. Fairbanks, G., Everitt, W. H. & Jaeger, R. P. A method for time or frequency compression-expansion of speech. *Transactions of the IRE professional group on audio*. Jan.-Feb. 1954.
8. Fairbanks, G., Guttman, N. & Miron, M. Effects of time compression upon the comprehension of connected speech. *J. Speech Hear., Dis.*, 1957, 22, 10-19.
9. Fergen, G. K. Listening comprehension at controlled rates for children in grades IV, V, & VI. *Dissert. Abstr.*, 1955, 15, 1, 89.
10. Goldstein, H. Reading and listening comprehension at various controlled rates. *Contributions to Education*, No. 821. New York: Bureau of Publications, Teachers College, Columbia University, 1940.
11. Hampleman, R. S. Comparison of listening and reading comprehension ability of fourth and sixth grade pupils. *Elem. English*, 1958, 35, 49-53.
12. Harrell, T. W., Brown, D. E. & Schramm, W. Memory in radio news listening. *J. Appl. Psychol.*, 1949, 33, 265-274.
13. Hollow, Sister M. K. H. Listening comprehension at the intermediate grade level. *Elem. Sch. J.*, 1955, 56, 158-161.
14. Iverson, L. Time compression. *Int. J. Educ. Blind.* 1956, 5, 78-79.
15. Kramar, E. J. J. The relationships of the Wechsler-Bellevue and A. C. E. Intelligence Tests with performance scores in speaking and the Brown-Carsen Listening Comprehension Test. Doctoral dissertation, Florida State University, 1955.
16. Lowenfeld, B. Braille and talking book reading. A comparative study. New York: American Foundation for the Blind, 1945.
17. Manion, O. G. An application of readability formulas to oral communication. Doctoral dissertation, University of Michigan, 1953.
18. Meyers, E., Ethington, D. & Ashcroft, S. C. Readability of Braille as a function of three spacing variables. *J. Appl. Psychol.*, 1958, 42, 163-165.
19. Nolan, C. Y. A comparison of learning achieved through Braille reading and listening. Louisville, American Printing House for the Blind, 1962. (unpublished report)
20. Pratt, E. Experimental evaluation of a program for the improvement of listening. *Elem. Sch. J.*, 1956, 56, 315-320.
21. Russell, R. D. A comparison of two methods of learning. *J. Educ. Res.*, 1928, 28, 235-238.
22. Voor, J. B. The effect of practice upon comprehension of time compressed speech. M.A. thesis, University of Louisville, 1962.
23. Witty, P. A. & Sizemore, R. A. Studies in listening: II. Relative values of oral and visual presentation. *Elem. English*, 1959, 36, 59-70.

PANEL DISCUSSION—SELF-CONCEPT IN BLIND CHILDREN DEVELOPMENT OF THE SELF-CONCEPT

CARL J. DAVIS, *Head*

Department of Psychology and Guidance

Perkins School for the Blind

Watertown, Massachusetts

It is not possible in the time allotted to attempt a complete discussion of self-concept theory. Instead, I will attempt to describe how at certain significant developmental stages the self-concept is first formulated and then further developed.

Initially, as Freud¹ tells us, the infant is completely self-oriented and he is incapable of separating himself from his environment. He perceives his mother and others in his environment merely as extensions of himself, because to him at that

stage, they serve the function only of gratifying his needs for hunger and comfort. As the infant develops, he begins to see himself as something apart from his environment, and this process, called differentiation, is greatly facilitated in normal circumstances by the development of vision. The child is able, through the use of vision, to perceive that his mother and other individuals are not a part of him, and that there are many objects in the environment, starting with his crib, and extending outward, that are not part of him. He thereby differentiates himself from his environment. At the same time that he is becoming aware that he is not a part of the environment, he is also becoming aware that he is a separate physical entity, that he can stimulate himself as he plays with his hands and with his toes. By so doing, he begins to develop a mental image of his own body structure. This image is referred to as the body image and it is of utmost importance to the development of a satisfactory concept of one's self.

One becomes immediately aware that the processes I have just mentioned are more difficult for the blind child. We have learned that we must compensate for this for the blind child. The mother must be encouraged through talking to, and through helping the child to explore, to help him to locate the characteristics of the environment about him so that he will be thereby enabled to separate himself from that environment. This is obviously a slower process and we all are aware that this process of differentiation and the integration of an adequate body image proceeds more slowly for the blind child.

It is just as important for the blind child to become acquainted with his body structure as it is for the child who sees. However, this is more difficult for the blind child to do and often unintentional obstacles are placed in the way of the blind child. Seeing children learn about their body structure through visual observation of each other but too frequently the blind child is prohibited from carrying out his substitute for visual observation. How many of us are there who have not heard of our own or the neighbor's children, during the pre-school years, undressing in the bushes or behind the barn or garage? Even today, many of us are apt to shudder

at this because of the residue of Victorian influences that are so strongly implanted in our background. We shudder because we place an adult sexual connotation upon this type of behavior. Yet, in reality, these children are merely comparing their physical structures, learning about themselves, through comparison of their bodies with the bodies of their friends, boy or girl. At a later stage, after the beginning of the school period, adults are apt to be shocked again by their children, because during these elementary school years, youngsters once again become curious about their body structures. They are growing and they are changing and each wants to know whether he is developing in the same manner as the other. By this age, as a result of earlier rebukes by adults, the seeing children learn to do this in privacy where they will not be interrupted by the scolding and/or threatening adults. The washroom at school, the bathroom, or their own bedroom at home is a frequent place where this occurs. Yet even under these conditions for the child who sees, there is no physical contact and the examination is purely a visual one. However, the blind child, in order to perceive, must touch and, whether this occurs in the earlier pre-school period or during the later elementary school age period, many adults are shocked because of the need for these children to utilize tactile exploration of each other in order to reassure themselves that their bodies are developing in a normal fashion. If these blind children are observed by adults, then our Victorian attitudes come into play and we perceive this behavior with the interpretation of what we would expect adults to be doing if we perceived them in a similar situation. Nevertheless, these children will do this, they need to do this, and they should do this, in order that they may be able to maintain a realistic image of their own body structure and that they may be assured that they do not differ critically from their fellows.

I have gone into this discussion of the development of the body image because of the importance of the body image for the development of the concept of one's self. The importance of a realistic mental image of one's body structure is described very well by Goldman,² who recounts the traumatic experience of a polio-crippled boy who denied the crippling condition and the inadequate structure of his legs until

his school mates through taunting him forced him to face the reality of his physical condition. Nothing should interfere with an individual's opportunity to develop an adequate body image because without an adequate body image, the self-concept cannot be other than distorted.

Throughout childhood, through play and through school experiences, the child continues to develop the concept of himself in relation to his image of his body structure and this concept is only limited by the limitations of that physical structure. All through this stage, it is important that these two be closely related on a reality oriented basis. Pearson³ speaks of the internal and external reality and the desirability of equating the two. In so doing, he is basically referring to the fact that the concept of one's self should be closely related to both the capabilities and the limitations of the body structure so that internal motivation will be realistically related to one's physical and mental abilities. This can be maintained best by helping the child to develop a realistic mental image of his own body structure and what that structure can and cannot do.

As the child approaches adolescence, via the pubertal stage, the normal gross body changes and their on-going processes disrupt the stability of the body image. This is normally the period of greatest flux for the self-concept and this is further complicated by the fact that this is the period during which hero worship in both boys and girls is its strongest. The children are now moving toward adulthood, and they are also moving outside of the family constellation and in so doing they select figures from the world of sport and the world of entertainment whom they would like to emulate. Accompanying this hero worship is the establishment of idealized attributes for one's self which they attempt to attain. This is a time of trial for parents also and we can only hope that if the boys want to emulate Frankie that it is his voice and not his rat-pack behavior that becomes a part of the self-concept; and we also hope that if the girls wish to copy Marilyn that they copy her ability to wear clothing rather than her technique at calendar modeling. The situation is further complicated at this stage because the concept of the youngsters is continuously vacillating between a concept of themselves

as an adult and as a child. Both guidance and forbearance are called for at this stage from the parents because they need on the one hand to provide support and on the other hand to provide controls for their children's behavior. As the children progress through this period, their body structure again becomes stabilized in form and the stabilization of the self-concept also begins, although it does progress somewhat more slowly than the stabilization of the body image. At the same time, the levels of expectancy for one's self shift from the highly idealized hero worship form of early adolescence to a more realistic orientation.

Although the level of expectation becomes more closely oriented to the real abilities as determined within the self-concept, it is doubtful that we would wish to bring them completely in line because it is a level of expectancy or level of aspiration that leads us toward a higher degree of growth and maturation; and it is this which is so very important in providing us with motivation towards success in establishing one's life pattern as an adult.

There are two special conditions which I would like to consider. As I have been speaking, and as I spoke earlier, I had in mind the congenitally blind child. That group of children who are adventitiously blinded present a different problem for the development of the self-concept, because these children have had an image of their body structure and a concept of themselves that has been destroyed by the loss of vision. This necessitates a relearning process for these children so blinded to permit the restructuring of a new body image and self-concept, a process which Cholden⁴ has described so very well for adults. The evidence that we have available seems to indicate that this relearning process proceeds more rapidly the earlier the age at which it occurs.

The second special condition is that group of children, who though legally blind may be considered partially sighted. Many of the children in this group when they reach adolescence have an exceedingly difficult time in establishing a stabilized concept of themselves, due to the fact that in one situation they are perceived by others as a blind person—yet in a different situation they may be perceived as seeing

persons. In the same fashion, they have to function in some types of situations as blind persons and in other types of situations as seeing persons; the result being that it is more difficult for them to establish a satisfactory image of their own body and their own limitations and abilities. I have had many of these youngsters state to me in the counseling situation quite literally that, "I am neither fish nor fowl." Fortunately, although the process of establishing a stable concept of themselves takes a longer time than it does for

seeing or for blind children, by the time they have reached adulthood, the majority of this group have worked out a satisfactory resolution of a single functional self-concept.

Bibliography

1. Freud, S., *New Introductory Lectures on Psychoanalysis*; Norton, New York, 1933.
2. Goldman, R. L., *Even the Night*; MacMillan, New York, 1947.
3. Pearson, G. H. J., *Psychoanalysis and the Education of the Child*; Norton, New York, 1954.

PANEL DISCUSSION—SELF-CONCEPT IN BLIND CHILDREN THE SELF IN PROCESS OF OBTAINING AND MAINTAINING SELF ESTEEM

DR. FREDERICK M. JERVIS, *Director*
Counseling Center, University of New Hampshire
Durham, New Hampshire

I would like to talk to you this afternoon about the process of obtaining and maintaining self-esteem. I think that Carl has described very accurately the development of the self concept using the body image as his main theme and has given some of the implications it has for the blind. My emphasis will not be on the self as an object but the self seen as part of a process. My discussion will relate to how all of us obtain and maintain our self esteem and as we go along I will try to point out some of the implications this has for blind individuals.

In discussing self as part of a process we have to think in terms of two systems which are inextricably bound together. I think the most important thing to realize is that an individual doesn't operate in isolation but is in constant interaction with his environment. Let's pretend that we have a blackboard here and I will draw two circles, on the left a circle representing the self system and on the right a circle representing the physical and social environment. The two circles are connected by a reversible arrow indicating that the two systems are in reciprocal interaction. The self system acts upon and attempts to control or change the environment, the environment in turn produces feedback which may bring about changes in the

self. We no longer view the individual as the basic unit to be observed in study but we must see the individual in reciprocal interaction with his environment. Although these two systems (the self and the environment) are inextricably bound together I will consider them separately in my discussion.

The Self System

This is sometimes referred to as self concept. I like to explore the self system by examining the ways in which we develop assumptions and beliefs about ourselves. To understand our attitudes about ourselves, first of all we must realize that we all have a basic need, a need to feel adequate, to feel competent, to feel effective as human beings. Adler first recognized this need, and Robert White in his article "Competence and the Psychosexual Stages of Development" (Paper presented at Nebraska Symposium on Motivation, March 1960) supported the hypothesis with experimental evidence.

The need for adequacy becomes greatly intensified in some people, it takes on so great an intensity that it becomes an overriding factor in their lives. I think there are two conditions which bring this about. One is the Adlerian concept of compen-

sation, that is that individuals with intense feelings of inferiority compensate by having an intense drive for superiority. This has given rise to the Gulliverian concept where at one moment an individual may see himself as a Brobdingnagian and the next moment as a Lillipution. The second condition is based not on the degree of felt inferiority but on the need to conceal and deny all inadequacy and inferiority. When an individual has to conceal and deny all inadequacy this leads to an intensification of his need for superiority. Here it is not the degree of inferiority which determines the intensity of the drive for superiority but it is the strength of the denial mechanism.

What implications does this have for the blind individual? First, I think it is obvious that it's more difficult for a blind person than for a sighted one to master his environment and thus to feel adequate and competent and to be an effective person. Secondly, if people working with the blind are not understanding of this whole business of denial and the role the denial mechanism plays, they can unknowingly intensify the need for adequacy in the blind individual. I did some research¹ which Bill English was talking about earlier in the program. In that study the blind adolescents, unlike the sighted control adolescents, tended to see themselves as either very positive or very negative. In other words they pushed to the extremes, there were very few of them who could adopt a moderate in between position, suggesting that blindness may make normal personality development difficult.

Development of Assumptions and Beliefs about Self

All of us have a need to see ourselves as adequate and this need is more intense in some people than in others. One of the ways we are able to see ourselves as adequate is by deceiving ourselves. In other words, if you have a strong need to see yourself as adequate and competent aren't you going to try to see yourself that way if it's possible? You aren't necessarily going to be adequate but you will see yourself that way. Here is where we find some distortion. We find that most assumptions and beliefs about ourselves develop when we are in interaction with the environment, they are the results of feedback from the environment and hence they are

probably pretty realistic, they are grounded in reality. However, it is easy for us to avoid this interaction with environment either by avoiding certain situations or by blocking negative feedback and in this way we can develop distorted assumptions and beliefs about ourselves.

Implications for the Blind

It is easy for a blind person to avoid interacting with the environment and it is difficult for him to get accurate feedback from a sighted environment because all too frequently sighted people tend to protect a blind person rather than let him develop a realistic attitude about himself and the world around him.

If you realize that the blind person can easily avoid interaction and is often given faulty feedback in an attempt by sighted people to make life easier for him you will see that this creates a potential problem for the blind individual.

Evaluation. In evaluating the self we must consider the role of measurement. A basic concept of measurement is that one must have a measurement instrument, that is, a comparison has to be made. In experimental work one must have a control group. Measuring changes in the experimental group depends upon a comparison to change in the control group. So in self evaluation we must make some kind of a comparison. The basis of comparison has to be other people. However, we have a choice of seeing ourselves as like other people or as being different from other people. Individuals tend to favor one or the other of these methods of self enhancement. It is important to realize that each of us feels that the method he has chosen for his own enhancement is the best one for all people. The individual who enhances himself by being different feels that all people should want to be different. Likewise the conforming individual feels that everyone must want to fit in and be like others.

We all have a certain amount of freedom in choosing our basis for comparison. However, our selection will be unconsciously

1. Jervis, F. M. A Comparison of Self Concepts of Blind and Sighted Children. Proceedings of Conference on Guidance Programs for Blind Children. Perkins School for the Blind, Watertown, Mass. April 1959.

determined by the fact that we want to evaluate ourselves as positively as possible. Which basis of comparison we select will depend upon our inherited attributes, the experiences we have had and the environment or culture in which we are living.

Because each of us needs to see himself as adequate in his own eyes, once he has chosen his basis for comparison he will channel his energy in the direction which will insure his seeing himself as adequate. If we understand the individual's method of self enhancement then we can predict in what directions he will channel his energy.

I have suggested some theoretical formulations which lead to some specific questions. If we can answer these questions we have made a beginning in understanding an individual's self system. To what extent is the individual interacting with his environment? Are his assumptions and beliefs about himself tentative and flexible or are they fixed and rigid? Does he evaluate himself positively or negatively? Is he channelling his energy toward conforming to others or in differing from others?

The Perception and Mastery of the Environment

The important force in the self system is the individual's need for adequacy, but as we consider the self system's perception and mastery of the environment, the integrating force now becomes the individual's need to avoid anxiety. To avoid anxiety an individual has to find evidence in his environment to support his assumptions and beliefs about himself. No matter how distorted these assumptions and beliefs may be, if the individual can get evidence to support them he can stay free from anxiety. I stress this because many people in doing research with the blind have pointed out that there is very little anxiety among the blind people, they have very few psychiatric symptoms. But this lack of anxiety, lack of psychiatric symptoms, doesn't necessarily mean that they have healthy personalities.

Anxiety results when an individual's internal and external perceptions are not in harmony. Internal beliefs are one's beliefs about himself; external perceptions are one's perceptions of his environment.

Let's look at this a little more closely. There are many ways in which an individual can avoid anxiety. I will mention just a few. One is by obtaining positive evidence. This can be done by selective perception, selecting only positive facts to support one's beliefs and rejecting the negative; selection of one's friends. We all have the freedom to surround ourselves with those who think and feel as we do. All of us are aware that public expectancy for blind individuals is low and it is therefore relatively easy for a blind person to maintain a feeling of adequacy.

The second way is to avoid negative feedback. This is done primarily by avoiding certain situations. One avoids new experiences in an attempt to protect himself and avoid making himself look inept. This avoidance of situations, this fear of failure is prevalent in all of us. To grow and develop one must have new experiences. If one's personality is such that he has to avoid new experiences he can't grow and develop. The learning process is frozen. The avoidance of new experiences is prevalent among blind people because they have such logical and acceptable reasons for it.

Another way of avoiding anxiety is when an individual explains away or rationalizes all of his inadequacies, all of his feelings, in terms of a physical "defect". The individual rationalizes that he can't be blamed or held responsible for this physical "defect" but it, not he, is responsible for his failures. I can explain this best by an example. A boy came to the Counseling Center several years ago and said, "You know, Dr. Jervis, I've got a real problem. The girl I was going with threw me over. I found out she didn't like fellows with large noses. And then the boss I was working for fired me a month ago because he is prejudiced against people with large noses. I came down here to college and I find I can't get along with any of the fellows in the dormitory because they are all prejudiced against fellows with large noses." This boy did not feel responsible for his failures because they were due to the fact that he had a large nose and who could blame him for this physical "defect"?

You see this in anything which an individual uses to explain (or rationalize) his failures and limitations and yet is

something for which he can't be blamed, a large nose, small stature, or blindness. It is very easy for a blind person to use his blindness in this way, as a rationalization. It is easy for you or me or anyone to rationalize failure for there is always some element of truth in rationalization. That's why it works. But it is only effective if it fools you. The blind individual must be made to realize that he has to go out and face the world and that he may possess other inadequacies which are more limiting to him than his blindness.

Another way of effectively handling anxiety has to do with collapsing or expanding the perceptual field. This is a rather technical thing but basically it can be explained this way. Some people can handle anxiety by limiting what they expect of themselves, focusing on one thing such as the fellow who gets his Ph.D. in the study of the third left joint of the arthropoda, dorsal side. He does his post doctoral work on the ventral side. He becomes such an authority around the campus that very few people can challenge him on this subject. Other people go to the other extreme, they become so expansive that they are all over the place like a cat on a hot tin roof. They never really accomplish anything because they are so busy trying to be adequate in everything.

In summary, I have attempted to describe a process by which individuals obtain and maintain self esteem. In this process the self system and the environmental system are inextricably bound together. The need for adequacy is the prime force in the individual's development of assumptions and beliefs about himself. The avoidance of anxiety is the integrating force between the two systems.

As a final word let me highlight several of the important implications of this theory for the blind. The absence of anxiety or the absence of psychiatric symptoms by themselves do not indicate healthy and effective personalities. Mental health is not just the absence of mental illness. To be an effective, productive, efficient per-

son means more than staying free from anxiety. It is particularly important in working with blind people to realize that the main problem is not to help them merely to stay free from psychiatric symptoms but to help them to become productive, efficient and effective individuals, to function to the limit of their potential.

Research in the personality area in the past has fallen short of the mark. The extreme patterns which we find in blind individuals, the fact that they tend to be either very aggressive or very passive, that they have either extremely positive or extremely negative self concepts suggests that a great deal more work needs to be done in assisting blind children to develop adequate, healthy personalities.

Another point I wish to emphasize is that the cyclic interaction between inadequacy and avoidance is present in all of us. Each person uses this more than he realizes because he frequently rationalizes and justifies his position. It becomes almost a disease with our sighted college students. This fear of failure, this fear of being inadequate is so ever present on college campuses that almost anybody working in a college counseling center is aware of it and concerned about it; and if this cycle is taking over with the sighted just think how tremendously more heightened it must be in the blind. So, I hope you realize that the more you make a person feel that he has to be adequate all the time, the more you make him feel he must not be inferior and must not fail, the more you develop these tremendous avoidance cycles which hamper growth.

Although I have attempted to point out some of the implications of all this for the blind, I hope that you who work with blind people have seen even more ways in which this applies to blind individuals. If any of you have any ideas which you would like to write down on a piece of paper, you can either see me while I'm here or send them to me later. I would certainly appreciate it. Thank you.

PANEL DISCUSSION—PHYSICAL FITNESS PHYSICAL FITNESS, THE PRESIDENT'S COUNCIL AND THE PHYSICAL EDUCATION WORKSHOP SURVEY

CHARLES R. YOUNG

Teacher of Physical Education and Head Coach
Texas School for the Blind
Austin, Texas

When the Physical Education Workshop recommended that a group of physical educators be permitted to appear before the Convention, we had no idea that our topic for discussion would be "Physical Fitness" which is receiving so much attention in public schools today. The present emphasis on physical fitness was brought to focus in 1955 by Dr. Kraus and Miss Prudden in a report which appeared in the *New York Journal of Medicine* on the physical fitness of the American youngster. This report was so horrifying that John B. Kelly, Sr., a wealthy Philadelphia contractor and sportsman, called the attention of Senator Duff of Pennsylvania to the report. Senator Duff in turn discussed the matter with President Dwight D. Eisenhower who was also alarmed, and as a result the President invited more than thirty sports celebrities to a White House luncheon to discuss the matter.

On July 2, 1956 the first President's Conference on Youth Fitness was held at Annapolis, Maryland. Results of the Conference was an executive order to establish the President's Council and the Citizens Advisory Committee on Youth Physical Fitness. Since this conference, much has been said and written concerning the poor physical status of the American youngster.

In the summer of 1961 the President's Council, under the direction of the Kennedy administration, published a pamphlet, *Youth Physical Fitness*, which served as a basis for our survey. Last fall when I returned to school a copy of the pamphlet was handed to me and the question arose as to what should be done with this material by the physical educator of the blind. The answer to this question was not long in coming, for late in September I received a letter from Mr. Maurice Olsen explaining that he and Mr. Al Eberhardt, coach at the Missouri school, had discussed the possible use of the material as a basis

for a survey of the physical fitness of blind youngsters.

Within two months plans for the survey were completed and materials were mailed to 205 public day school classes and 50 residential schools for the blind. Tests were to be administered by physical education teachers in the various schools and test results were to be returned by April 15, 1962. Due to bad weather, sickness, over-scheduled schedule, etc., it was necessary to change the date for return of materials to May 25, 1962.

It was my responsibility to rate, tabulate, and compare by percentages these test data. Five public day school classes and eighteen residential schools for the blind with 1,400 youngsters returned the test results in time to be included in the survey. Since the May 25 date, results from several additional schools were received, but arrived too late to be included in the survey.

With the help of my wife, I have prepared and mimeographed a copy of the complete results for your convenience. In the time which remains, my colleagues and I plan to discuss the implications of these data and make recommendations concerning the physical fitness of blind youngsters.

Before considering the results of the survey it would be helpful to take a quick look as to how the tests were originated and as to what is meant when a test score is rated poor. During the school year of 1957-58 these tests were administered to several thousand sighted youngsters in schools throughout the United States under the direction of Paul A. Hunsicker as a part of a project sponsored by the American Association for Health, Physical Education, and Recreation. Results of the testing program were compiled and percentile tables were developed. These tests were adopted by the President's Council

and incorporated in the publication, **Youth Physical Fitness**. A child who scores poor on a test usually ranks in the lower fifty percentile and is considered physically underdeveloped. Three of the tests, squat

thrust, pull ups, and sit ups, are often referred to as screening tests and in many schools the full battery of tests are taken only if a failure is scored on the screening tests.

RESULTS OF PHYSICAL FITNESS TEST FOR BLIND YOUNGSTERS
IN THE UNITED STATES

AGE 10	BOYS				GIRLS			
	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			71%	29%			93%	7%
Pull Ups	15%	24%	7%	54%	55%	5%	4%	36%
Sit Ups	62%	10%	12%	16%	53%	10%	16%	21%
Broad Jump	12%	17%	13%	58%	5%	5%	19%	71%
50 Yard Dash	2%		7%	91%		5%	4%	91%
Soft Ball Throw			5%	95%		1.5%	8.5%	90%
600 Yards	2%	4.5%	15.5%	78%		10%	7%	83%

AGE 11	BOYS				GIRLS			
	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			87%	13%			96%	4%
Pull Ups	12%	15%	21%	52%	42%	12%	16%	30%
Sit Ups	58%	12%	15%	15%	49%	13%	13%	25%
Broad Jump	9.5%	19.5%	12%	59%	6%	8%	6%	80%
50 Yard Dash	2%	5%	10%	83%		2%		98%
Soft Ball Throw	1.3%	1.3%	1.3%	96%				100%
600 Yards	1%	12%	14%	73%		4%	2%	94%

AGE 12	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			81%	19%			86%	14%
Pull Ups	5%	18%	22%	55%	48%	15%	5%	32%
Sit Ups	45.5%	15.5%	19%	20%	52%	14%	6%	28%
Broad Jump	7.5%	18.5%	12%	62%	10.5%	18%	19.5%	52%
50 Yard Dash	1%	2%	13.5%	83.5%		7.5%	6%	86.5%
Soft Ball Throw	2%	3.5%	3.5%	91%	1.6%			98.4%
600 Yards	4.5%	11.5%	16%	68%	7%	5%	10%	78%

AGE 13	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			89%	11%			86%	14%
Pull Ups	9%	18%	16%	57%	54%	8%	11%	27%
Sit Ups	47.5%	17.5%	17.5%	17.5%	58%	16%	6%	20%
Broad Jump	16.5%	21%	10.5%	52%	16.5%	10%	16.5%	57%
50 Yard Dash	2%	12%	8%	78%	2.5%	1.2%	5%	91.3%
Soft Ball Throw		6.3%	5%	88.7%		3%	1%	96%
600 Yards	8%	13%	12%	67%	7%	7%	14%	72%

AGE 14	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			88%	12%			93%	7%
Pull Ups	14.5%	19%	14.5%	52%	53%	5%	11%	31%
Sit Ups	50%	15%	15%	20%	44%	23%	22%	11%
Broad Jump	15%	15%	19.5%	50.5%	10%	14%	12%	64%
50 Yard Dash	7%	15%	10.5%	67.5%	2%	3%	5%	90%
Soft Ball Throw	4%	2%	6%	88%		4%		96%
600 Yards	7%	23%	16%	54%	7%	13%	15%	65%

AGE 15	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			90%	10%			91%	9%
Pull Ups	19%	17%	8%	56%	38%	10%	24%	28%
Sit Ups	47%	13.5%	21%	18.5%	49%	19.5%	18%	13.5%
Broad Jump	10.5%	16.5%	21%	52%	7.5%	22.5%	11%	59%
50 Yard Dash	7%	8%	10%	75%	5%	12%	6%	77%
Soft Ball Throw	1%	3%	12%	84%			2%	98%
600 Yards	9%	16.5%	11.5%	63%	9.5%	27%	4.5%	59%

AGE 16	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			90%	10%			93%	7%
Pull Ups	18%	12%	27%	43%	49%	2%	19%	30%
Sit Ups	59%	5.5%	19.5%	16%	43.3%	20%	13.3%	23.3%
Broad Jump	16%	21%	13%	50%	4%	15%	21%	60%
50 Yard Dash	1%	7%	21%	71%	2%	6%	6%	86%
Soft Ball Throw	3%	4%	15%	78%		2%	6%	92%
600 Yards	2.5%	14.5%	16%	67%	10%	20%	6%	64%

AGE 17	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			96%	4%			93%	7%
Pull Ups	21%	23%	16%	40%	33%		31%	36%
Sit Ups	54%	18%	9%	19%	38%	30%		32%
Broad Jump	19%	17.5%	13.5%	50%	9%	18%	4%	69%
50 Yard Dash	4%	9%	20%	67%	2%	11%	9%	78%
Soft Ball Throw		2.5%	7%	90.5%		2%	2%	96%
600 Yards	2.5%	34%	16.5%	47%	18%	7%	11%	64%

AGE 18 and over	BOYS				GIRLS			
	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Test								
Squat Thrust			94%	6%			97%	3%
Pull Ups	25%	13%	20%	42%	47%	3%	15%	35%
Sit Ups	50%	7%	10%	33%	39%	22%	13%	26%
Broad Jump	13%	19%	15%	53%	9%	12%	25%	54%
50 Yard Dash	11%	7%	12%	70%	7%	14%	3%	76%
Soft Ball Throw	1%	4%	6%	89%	1.5%	1.5%	3%	94%
600 Yards	9%	23%	18%	50%	16%	11%	18%	55%

NOTE: Tests as described in *Youth Physical Fitness*, the official publication of President Kennedy's Council on Youth Fitness, were administered to 1,400 blind youngsters in nineteen residential schools for the blind. Results of tests for each youngster were rated and the data presented here are a composite by percentages of scores made by each group. It should be noted that if a child scored poor, this does not indicate complete failure, but rather that his score was in the lower fifty percentile as compared with scores made on the same test by a similar group of sighted youngsters. These are the children who are physically underdeveloped and it is the responsibility of the school to help improve the physical capacity of this group. More than forty teachers of physical education helped make this project possible and funds for supplies and materials were made available by the AAIB.

PANEL DISCUSSION—PHYSICAL FITNESS IMPLICATIONS OF THE THREE SCREENING TESTS

PATRICIA FLORINE

Girl's Physical Education Teacher
Iowa Braille and Sight Saving School
Vinton, Iowa

The Youth Physical Fitness test that we have administered in the past year recommends three simple tests to be given to act as a screening device to identify those underdeveloped youngsters that have a deficiency in basic muscle areas. These tests were to measure strength, flexibility, and agility. The events are as follows: (1) squat thrust to measure agility (2) pull ups to measure arm and shoulder strength and (3) sit ups to measure flexibility and abdominal strength.

The test of the squat thrust or burpee as it is sometimes called is given for a time limit of 10 seconds. The student is instructed to squat, place both hands on the floor, shoot both legs back far enough so that the body is perfectly straight, re-

turn to squat position, stand up and repeat entire exercise as often as he or she can do it in the allowed 10 seconds. In this test the number of completed full cycle squats are recorded. A girl of 10 to 17 yrs. who can do 3 squats and a boy 10 to 17 yrs. who can do 4 have passed the test. This is a simple pass or fail test. As many physical education instructors expected, our youngsters did exceptionally well in the test.

We in the physical education workshop have felt that the test accomplished only in part what it set out to do—that is to test agility. In the future we would like to do some experimenting with this basic test. For example, we would like to extend the time limit from the 10 seconds to 60

seconds for high school boys and 30 seconds for girls and junior high boys. Besides extending the time, the number of the squats would be recorded and this would serve to make the test more difficult and in the long run serve as an indicator of the students' progress and advancement. Several other physical educators have already worked along this line—McCloy for example.

The second test in the screening is the pull-ups which they used to test arm and shoulder strength. The boy is instructed to hang from a bar so that the feet are suspended above the ground using a grip where the palms are facing forward. They are required to pull their body up so that the chin is over the bar and return to a full body hang. The number of completed pull-ups were recorded. Our boys seem to be doing about as well as their counterparts in the public schools.

For all girls, a modified pull-up is recommended to test a girl's arm and shoulder strength. Using a horizontal bar which is at chest height, the girl grasps the bar with palms facing out and extends her legs under the bar until her body forms a 45 degree angle with the floor. From this position the girl is instructed to pull her body up to the bar keeping body straight

until her chest touches the bar. The girl is given unlimited time to do the maximum of her ability. The test results show that our girls are doing surprisingly well, in fact above the average of the same aged girls in public schools.

The third and final test in the screening unit was the sit-ups, a test of flexibility and abdominal strength. The sit-up was administered with straight legs and an assistant holding the heels to the floor. Again our youngsters in all age groups, both boys and girls, ranked well over those youngsters of similar age groupings in the standardized testing sample.

As has been pointed out, our youngsters did exceptionally well in all three screening tests. They appeared to rank well above their counterparts in public schools, but one very important item must be kept in mind while viewing these results: our youngsters tend to be immobile and these tests are of a stationary type. They are activities in which our youngsters have had a great deal of practice and in fact enjoy doing as exercises on their own in free time. Due to this overamount of practice in relationship to that of sighted youngsters, we feel that in general they rank on an equal or just slightly above their age groups in strength, flexibility and agility.

PANEL DISCUSSION—PHYSICAL FITNESS THE BROAD JUMP TEST AND ITS IMPLICATIONS

CAROL WADELL, *Teacher of Physical Education*

Perkins School for the Blind

Watertown, Massachusetts

The standing broad jump is included as a test of leg strength. The students are given three trials with the best score being recorded. It is interesting to note that in a small sampling of the 12 and 17 year olds, comparing the blind and partially sighted, it appears that our blind students are equal or better in ability than are our partially sighted. It must be remembered that this is only a small sampling, but does seem to indicate a trend.

Generally speaking, the scores in this area were quite low, with at least 50% of our students in the poor area for every age level. At one point the girls showed 80% in the poor area.

This is certainly indicative of a need for much work in this area. We would recommend that along with more concentration on jumping, activities such as running, skating, hiking, trampoline and the stationary bicycle be used to increase the leg strength of our students.

PANEL DISCUSSION—PHYSICAL FITNESS RUNNING AND THROWING EVENTS

DR. CHARLES BUELL, *Teacher of Physical Education and Coach*
California School for the Blind
Berkeley, California

It isn't often that we physical educators appear before a general session of the convention so permit me to make a few remarks. To succeed in life, the average visually handicapped individual must work unusually hard. Thus, he needs more physical fitness. For this reason physical education is more important in schools and classes for the visually handicapped than elsewhere. Physical education is not a play period, but a carefully planned program with goals to attain which are just as important as those of the classroom. When the physical education program receives tangible support from teachers and other staff members much more can be accomplished. The support of parents is also very beneficial.

My assignment is to comment on the results of the 50 yard dash and the softball throw for distance in the physical fitness survey. The survey results were about what experienced physical educators of the blind expected. In the 50 yard dash, three-fourths of the blind boys and nine-tenths of the blind girls scored in the poor category. Since some of the participating schools did not even have guide wires for running, those students were additionally handicapped. A guide wire is generally recognized as the best method to be used by a totally blind runner, even though his speed is slowed somewhat. Of course, the lack of vision is the biggest handicap. Even students with a little useful vision run faster as a group than do those without vision.

It is unlikely that blind boys and girls as a group ever will reach the national norm, but much can and should be done

to improve performance in this skill. It is important that this improvement in running be made because it develops mobility skills, confidence, and leg power and strength. Boys and girls should do much running in races and games from the time they enter school until the day they leave. It is to be expected that some falls and bruises will result from an active program of running, but it must be remembered that these are no more damaging to a blind child than to one with normal vision. *What is damaging to a blind child is lack of action.*

Practically all of the totally blind boys and girls are poor throwers in softball, while the partially seeing performed noticeably better, although far below their peers with normal vision. This does not necessarily indicate that visually handicapped children lack arm power. It does clearly show that the lack of vision makes it very difficult to learn to throw correctly. This is particularly true for an individual who has never observed the act of throwing. There is little reason for a blind child to strive to achieve the national norm in throwing, because this ability has very limited practical value for him. Starting in the primary grades, physical educators should teach throwing form mostly for individual understanding of the act and to enable students to take part in games that involve throwing balls or other objects short distances. The more capable throwers of high school age will enjoy and benefit from participation in interscholastic track and field meets. It is recommended that these meets continue to include one throwing event.

PANEL DISCUSSION—PHYSICAL FITNESS THE 600 YARD RUN TEST

CLAUDE ELLIS, *Teacher of Physical Education and Coach*

Perkins School for the Blind

Watertown, Massachusetts

When the President's Council on Youth Fitness chose these seven tests as the ones suggested to be administered to the youth of the country, they obviously did not have blind children in mind. Some of the tests can be administered in the same way for both blind and sighted children. Others can not. Some of the tests are good measurements of physical fitness in blind children. Others are not. Of the seven tests, the one resulting in scores which have the least validity when administered to blind children is undoubtedly the 600 yard run. The reason is that we physical educators for the blind have not as yet come up with a standardized method of testing this event. In many of the schools for the blind, on the test given this year, the 600 yard run was given on a straight cinder track with the runner performing six 100 yard runs with five turns included. In some schools, such as Perkins, the test had to be given indoors since there was still snow on the ground, and, in our case, we used our indoor running track. In other schools, blind children were guided by partially sighted runners over roads outdoors. Sometimes the partially sighted runner would be dragging the blind runner, and sometimes it would be the other way around. It is obvious then that this method will not indicate the true running ability of the performer. In still another school, students ran in a large circle around the teacher who held a rope attached to a training belt around the student's waist. This variety in methods of testing certainly indicates ingenuity on the part of the various instructors, but a standardized method of testing is desperately needed if our scoring of this particular event is to have any value. It is the recommendation of the physical educators represented here that we make every effort to encourage those in authority in each school for the blind to provide an outdoor running track. Ideally, the track should have at least 4 lanes, be 100 yards or more in length, and have guide wires stretched the length of the track for totally blind students. Many

schools already have tracks of this type, but a large percentage do not.

One bit of assistance we can give ourselves when the test is administered again is to plan it for the spring or fall where weather will not hamper the scores of the northern schools. This year's test has taught us some things that we did not know but primarily it has proven to us certain things that we already suspected. The administration of these tests was performed by 40 physical educators throughout the country, but the organizing and compilation of data was done by Bob Young of the Texas School for the Blind. Bob and his wife put in a good many hours of work in getting us started on this physical fitness testing program and I think the best way we can say "Thank you" to them is to continue our work in striving to develop a physical fitness test which is as near perfect as we can make it.

Getting back to the 600 yard run, I don't think our students will ever be able to compete with their sighted friends in public schools. Certainly they did not do at all well in this test. But if distance running is stressed and if improvements in facilities are made, our blind boys and girls will improve their own scores and can and will come closer to those scores that sighted children achieve. This event, the 600 yard run, and distance running in general are near and dear to me and also to the boys whom I coach at Perkins. This year we had 15 boys who ran 2 miles every day before breakfast for over two months in the track season. Some of the girls also enjoyed early morning jaunts around the campus. Some of this group continued to run after the season was over, and a few, I'm sure, will run during the summer. I'd like to see more and more of our blind boys and girls become interested in this activity for I feel that the development of endurance through distance running is one of the most important aspects of our physical fitness work. Run-

ning over a distance is unquestionably the best method of developing this vital quality of endurance. Let's all encourage running

and do all we can to provide our blind students with adequate facilities with which to train.

PANEL DISCUSSION—PHYSICAL FITNESS SUMMARY

CHARLES R. YOUNG, *Teacher of Physical Education and Head Coach*
Texas School for the Blind
Austin, Texas

To summarize briefly what the panel has said, the test results indicate that the performance of the blind youngster is poorer than that of the sighted youngster in the 50-yard dash and softball throw for distance, and his performance is better than his sighted peer group in the squat thrust and sit up tests. Test scores of both groups in the pull up and broad jump are about equal. A partial explanation for the failure of the blind youngster in running and throwing events may be attributed to the fact that sight plays an important role in learning and executing these skills. Since the blind youngster does not participate in many activities which require throwing over long distances, the panel is not too concerned with the failures scored in the softball throw, but it is felt that something must be done to improve skill in running.

The panel has recommended that all schools should include in their facilities a track which is 100 to 110 yards in length and equipped with a minimum of two guide wires. Physical educators should stress those exercises and activities which help the blind youngster to improve his skill in running. Administrators should re-evaluate present physical education programs in the light of the following three recommendations as proposed by the President's Council on Youth Fitness:

- "1. Identify the physically underdeveloped pupil and work with him to improve his physical capacity.
2. Provide a minimum of fifteen minutes of vigorous activity every day for all pupils.
3. Use valid fitness tests to determine pupils' physical abilities and evaluate their progress."¹

Results of the survey indicate that about fifty per cent of the youngsters tested were found to be physically underdeveloped. Blind children, like sighted children, need to be provided with more opportunities for experiences and activities which require vigorous physical exercise. Selection of activities for this group may be more difficult, but the teacher must not allow rust and corrosion of inactivity to rob the blind youngster of a sound body. If schools are to meet the challenge of preparing the youngster to take his place in an ever-changing world, then we as teachers and educators must encourage and motivate the youngster to attain the maximum, not only in physical fitness, but also in mental, moral, and spiritual fitness.

1. Kennedy, John F., "A Presidential Message to the Schools on the Physical Fitness of Youth," *Youth Physical Fitness*, Washington, D. C.: U. S. Government Printing Office, July, 1961.

PRESENTATION OF GIRL SCOUT GOLDEN ANNIVERSARY PLAQUE TO THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

MRS. JAMES I. KELLER, *First Vice President*
The Girl Scout Council of Dade County
Miami Beach, Florida

This year, Girl Scouts of the United States of America became 50 years old. Across the nation, and in 51 foreign countries where American families are living temporarily, some three and a half million Americans are celebrating that birthday. We have chosen as our anniversary theme —HONOR THE PAST — SERVE THE FUTURE.

You as members of the American Association of Instructors of the Blind share with us an interest in the welfare of youth in the United States of America. Your interest and support have made it possible for our work to progress and strengthen. As we look back over the accomplishments of five decades, we know that our satisfaction in the past and our confidence in the future could not have been achieved without the encouragement of groups like yours.

We salute the American Association of Instructors of the Blind for its unfailing assistance to us as we try to carry out our public trust of inspiring girls with the highest ideals of character, conduct, pa-

triotism and service, that they may become happy and resourceful citizens. We take this occasion of the second general session of your 1962 convention to express our grateful recognition of the cooperation which you have so generously given to Girl Scouting over the years.

Your members have assumed great responsibility in assisting our local Councils in their efforts to sponsor Girl Scouting in the schools where your members teach. Without their specialized skills and deep interest in our program, our service to blind children would be much more limited. Your members have served as Girl Scout leaders and committee members. Many have given us invaluable guidance and help as consultants both in adaptation of program and in methods of organization.

May this plaque be a reminder to you of our deep gratitude for your help in the past and of the hope that the future will deepen our friendly ties and disclose new ways in which we may work together toward our common goals.

SPECIAL MEETING—BOY SCOUT WORK WITH BLIND CHILDREN

ROSS HUCKINS, *Chairman*
California School for the Blind
Berkeley, California

A special meeting was held to discuss the most urgent needs of scouting with 40 persons attending. Dick Johnson, Scout Executive, represented Boy Scout National Headquarters and will report the action taken and the feeling of the group to John Shutt, Director of School Relationships, National Council of Boy Scouts of America, New Brunswick, N. J.

Part of the group had previously read a paper entitled "Springboard To Active Scouting For Boys Who Are Blind". Some constructive criticism was presented.

It was decided the Executive Secretary, Maurice Olsen, would mail copies of the "Springboard" to scout troops known to have blind boys as members. A letter will be enclosed announcing the availability

and source of additional copies and requesting that Scout Troop leaders and committees read and discuss "Springboard" and then submit written constructive criticism, additions and deletions to Ross

Huckins, California School for the Blind, Berkeley 5, Calif., after which further discussions will be held with the National Scout Headquarters Editorial Staff regarding possible publication.

AAIB-AAWB BRAILLE AUTHORITY REPORT

BERNARD M. KREBS, *Chairman*

Librarian of Jewish Guild for the Blind

New York, New York

The primary effort of the Braille Authority during the past year has been directed toward the establishment, development and guidance of advisory committees of specialists and experts versed in research techniques, tactual representations, and braille code structuring. From the enthusiastic response to invitations to serve, it is apparent that workers with and for the blind fully recognize the importance of a far-reaching program of prescribing specific guide lines for the utilization of embossed matter as a vital social, cultural, educational, and economic tool.

Before entering upon a progress report, it is well to re-emphasize that the Authority on braille in the United States rests with the AAIB and the AAWB, and that all final decisions for the adoption or rejection of the various braille codes lies only with the two Associations. The Braille Authority acts as the agent of the Associations, and has been delegated responsibility for the orderly development of codes through research and study. Advisory Committees, responsible to the Braille Authority, have been organized to aid in the study of the music, mathematics and science codes; to develop standard textbook formats; to recommend areas of research; and to assist in the formulation and adoption of procedures and codes which would best meet the problems involved. By actively participating in the deliberations of the Advisory Committees, the Authority is enabled to keep abreast of the thinking and suggestions of its consultants, and, after due consideration, can more adequately approve recommendations for final adoption to the two Associations.

Despite pressures for quick decisions for the sake of expediency, the primary

obligation of the Braille Authority is to base all recommendations upon serious, considered thinking and study for changes in or additions to existing or proposed codes or standard procedures. The problems being investigated are of long standing, and their final, official resolvment must result from scientific research and analysis of all known facets of any given problem. Although the same result may be accomplished in several ways, any code finally adopted should be based upon its effectiveness in communicating ideas and concepts to the "average" braille reader and not to the inept or brilliant.

RESEARCH. Many existing procedures and codes have been brought into usage as the result of precedent and opinion without due regard for legibility or utility. In recognition of this fact, and as a supporting arm to all of its committees, the Authority has enlisted the council and aid of an outstanding group of administrators and research specialists who have accepted appointment to the Advisory Committee on Research.

Among the points to be studied in attempting to give the braille reader access to the same information as is available to the sighted reader are: an examination of braille and graphic configurations for legibility; principles for the development and standardization of braille codes which are unambiguous and highly communicable; an examination of the perceptual factors in finger reading; and the study of techniques for teaching efficient tactual reading.

During the two sessions already convened, the Committee has defined its area of responsibility and has made important progress in designating research problems.

As a code for technique is developed, it stands ready to prescribe the appropriate procedures for research and testing. It has also undertaken to establish a reference file of all completed research projects which relate to braille codes or tactual reading.

The Advisory Committee on Research is comprised of:

Robert S. Bray, Chief, Division for the Blind, Library of Congress, Washington, D. C., **CHAIRMAN**

John W. Jones, Consultant on the Visually Handicapped, Office of Education, Dept. of HEW, Washington, D. C., **SECRETARY**

C. Warren Bledsoe, Assistant to Chief, Services to the Blind, OVR, Dept. of HEW, Washington, D. C.

Carl J. Davis, Head, Dept. of Psychology & Guidance, Perkins School for the Blind, Watertown, Mass.

Dr. Milton B. Graham, Director, Division of Research & Statistics, AFB, New York, N. Y.

Dr. Carson Y. Nolan, Director of Educational Research, APH, Louisville, Ky.

LITERARY BRAILLE. A new advance in the literary braille code has been achieved after two years of negotiations with the British Braille Practices Sub-Committee of the British National Uniform Type Committee, and the Braille Authority recommends to the Associations the adoption of the following four items for inclusion into this code:

1. The ditto sign should be represented in braille by dot 5 followed by dot 2 in consecutive cells. This sign should always be preceded and followed by one blank space.
2. The phonetic symbol for the schwa should be represented by the full cell of six dots followed by the letter "a".
3. The braille sign to represent the French nasal N, for pronunciation, should be represented by the capitalized letter N.
4. The dot 2 should be used to introduce a Greek letter or a group of unspaced Greek letters which appear in literary context.

If these additions to the literary code are approved by the Associations, the Braille Authority would like, with the ap-

proval of the AAIB and AAWB, to issue a revision of the official literary code **ENGLISH BRAILLE, AMERICAN EDITION—1959**, including therein the 1960 Addendum of corrections and the above four new additions to the Code.

As a continuing service to publishers, transcribers, and braille readers, the Braille Authority has made itself available for conventions, forums, and group meetings and has rendered interpretations of the rules of literary braille to the field at large.

MUSIC. At the request of the Advisory Committee on Braille Music Notation, the Division for the Blind of the Library of Congress has approved the inclusion in its services of the certification of braille music transcribers. With the aid of the Music Advisory Committee, test material is being developed to be used for the examination upon which certification is to be based. The Library of Congress should be congratulated upon taking this invaluable step in assuring the highest standards for music braille transcription.

A new, corrected addition of the **REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION**, 1956 has been published by the American Printing House for the Blind. The Braille Authority recommends its approval for use as the official text on music notation for the United States.

The Advisory Committee on Braille Music Notation is comprised of:

Edward W. Jenkins, Music Department, Perkins School for the Blind, Watertown, Mass., **CHAIRMAN**

Mrs. Nelle H. Edwards, Head of Stereograph Department, American Printing House for the Blind, Louisville, Ky., **SECRETARY**

George G. Bennette, Director of The Lighthouse Music School, New York, N. Y.

Leonard J. Chard, Music Director, Michigan School for the Blind, Lansing, Mich.

Robert Robitaille, Music Consultant, Canadian National Institute for the Blind, Montreal, Que., Canada

L. W. Rodenberg, Illinois Braille and Sight Saving School, Jacksonville, Ill.

TEXTBOOK FORMAT. The Advisory Committee on Textbook Format is engaged in examining all phases of ink-print presentation and format with a view to establishing clear and meaningful procedures which will assure standard techniques for reproduction into braille. Principles are being drawn for the handling of two- and three-dimensional illustrations, tabular materials, diacritics, phonetics, references, notes, ink-print pagination, foreign languages, etc. The primary problem is to develop through study and research the most effective method of procedure which will be intelligible to the finger reader. As the work of this committee progresses, techniques will be established which will prove of real value in the education of blind people in both residential and integrated school systems. The Advisory Committee on Format is comprised of:

Dr. Doris L. Gray, Assistant Professor of Special Education, Graduate School of Education, Yeshiva University, New York, N. Y., **CHAIRMAN**

Dr. Carson Y. Nolan, Director of Educational Research, APH, Louisville, Ky., **SECRETARY**

Barney Mamet, Braille Proofreader, Private Tutor, Associated Blind, New York, N. Y.

Loraine P. Murin, Teacher for the Visually Handicapped, Board of Education, Westport, Conn.

Mrs. Grace Napier, Itinerant Teacher of the Blind (on leave of absence), New Jersey Commission for the Blind, Newark, N. J.

Mrs. Virginia Sharoff, Co-ordinator of Transcribing Services, IHB, Brooklyn, N. Y.

Mrs. Theodore Stone, Former Co-Chairman of Transcribing Services, Johanna Bureau No. 9, United Order of True Sisters, Chicago, Ill.

MATHEMATICS AND SCIENCE. The Advisory Committee on Mathematics and Scientific Notation has spent considerable time in the investigation of all available materials in these fields in order to discover comparative strengths and weaknesses as well as to give adequate opportunity to advocates of competing systems, both here and abroad, to present their points of view. It was finally concluded that the Nemeth Code contained the soundest principles upon which the most effective code could be developed. The principles

envisioned were: the logical development of the code from arithmetic through the sciences, expandability to provide the inclusion of new symbols in mathematics and the sciences, accurate correlation of print and braille representation, and maximum legibility.

The Committee then bent its efforts toward the preparation of a word-by-word draft of the arithmetic portion of the code. At the conclusion of the second full three-day period of work, it was brought to the realization that, because of the time available for meetings, the complete code would not be ready for testing for at least five years or longer under present procedures. After discussion with the Chairman of the National Braille Club Committee on Mathematics and Scientific Notation, a proposal was made to enlist the cooperation and assistance of this group to work in conjunction with the Advisory Committee on Mathematics of the Braille Authority. As part of the proposal, the services of Mr. Abraham Nemeth, the originator of the Nemeth Code of Braille Mathematics, were to be engaged in drawing up the word-by-word provisions of a mathematics code which was to be developed on the basis of the study and recommendations of the Advisory Committee on Mathematics of the Braille Authority. Through formal agreement between the Executive Committee of the National Braille Club and the Braille Authority it was agreed:

1. That both committees would act jointly in directing the development of the code.
2. That a fund of \$1500 would be set up to pay Mr. Nemeth, half of which would be provided by the National Braille Club and half by the two Associations.
3. That the fund so established would be administered jointly by the Chairman of the Advisory Committee on Mathematics of the Braille Authority and the Chairman of the National Braille Club Committee on Mathematics and Scientific Notation.

Through this noteworthy program of cooperation, it is envisioned that the complete braille mathematics and science codes can be fully developed and tested within a period of two years or less. The Braille Authority wishes to take this opportunity to express its appreciation to the National Braille Club for their outstanding coopera-

tion and assistance in expediting the completion of these urgently needed codes.

The Advisory Committee on Mathematics and Scientific Notation is comprised of:

Dr. Robert E. Bruce, Teacher of Science and Mathematics, Virginia School for the Deaf and Blind, Staunton, Va.,
CHAIRMAN

Mrs. A. B. Clark, Chairman, Mathematics Committee of the National Braille Club, Inc., Butler, N. J.

Paul C. Mitchell, Assistant Principal, New York Institute for the Education of the Blind, New York, N. Y.

Abraham Nemeth, Instructor of Mathematics, Detroit University, Detroit, Mich.

Kenneth R. Ingham, Graduate Student, Massachusetts Institute of Technology, Cambridge, Mass.

Earl Nickerson, Graduate Student, Massachusetts Institute of Technology, Cambridge, Mass.

The tasks assigned to the Braille Authority can be brought to completion only through the assistance and cooperation of agencies and individuals with the capacity to contribute knowledge and support. The members of the Braille Authority welcome this opportunity on behalf of themselves and the Associations to express deepest gratitude to those who have already given so willingly of their time and experience.

REPORT ON THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND

BYRON BERHOW, President

Superintendent of the Washington State School for the Blind

Vancouver, Washington

In 1954 the AAIB Magazine Committee recommended that the Association should work towards having its own magazine and staff. Until such time as this plan might become effected it was further recommended that purchase be made of a suitable publication for distribution to AAIB members.

Subsequently Paul J. Langan edited, managed, and did all the work of publishing the International Journal for the Education of the Blind and sold its services to the AAIB. It was used as the official voice of the AAIB. It was partially financed by membership dues. A Board of Trustees was organized which met at convenient times.

At about the time of the resignation of Mr. Langan, the Board had expanded the offices to include a president, secretary and other officers. Various officers have served this corporation until now the Board of Trustees of 45 persons uses a president, two vice presidents and a secretary-treasurer in its administration. The magazine in turn is prepared and edited by 10 persons who gather and present professional material for the magazine.

During the period 1960-62 the Board of Trustees gave permission to solicit advertising. This was done for prospective financial gain in addition to the value given subscribers. The Board of Directors of the AAIB agreed to an increase of 50¢ per subscription. The result has been noted in the smallest deficit in the financial history of the magazine.

Our AAIB Secretary has been very cooperative with our Managing Editor and progress continues whereby the Journal has a growing subscription list and the services given are on the increase.

A meeting of the Journal Trustees was held during this convention. They took care of business and elected officers. Consideration will be taken at the meeting to be called in Louisville, Kentucky, next October in the matter of Editors and other business. It is the desire of this group to continue to serve the AAIB by providing it with an official publication as it continues to advance in its special field of educational services for visually handicapped children.

NATIONAL COMMITTEE FOR DEAF-BLIND CHILDREN

EDWARD J. WATERHOUSE, *Director*

Perkins School for the Blind

Watertown, Massachusetts

The National Committee for Deaf-Blind Children is not a committee of the AAIB, but since the AAIB is represented on it by two delegates, it seems appropriate to give a report on its activities.

I welcome the opportunity to give this report also since this is the first time that such a report has been given before this body. The Conference of Executives of American Schools for the Deaf, which also has two delegates, has been hearing reports annually now for some years.

The National Committee for Deaf-Blind Children was the outgrowth of a conference on the education of the deaf-blind held at Perkins School for the Blind in May, 1953.

Its membership is open to all persons engaged in the education of the deaf-blind or having a family or professional interest in deaf-blind children. It has a directing body made up as follows: Mr. Egbert N. Peeler, Chairman; a Vice-Chairman, (position currently vacant); Dr. Berthold Lowenfeld, Secretary. The Board is made up of representatives of schools with programs for deaf-blind children, of which there are currently eight in the United States, as follows: (1) Alabama Institute for Deaf and Blind, (2) California School for the Blind, (3) Illinois Braille and Sight-Saving School, (4) Iowa School for the Deaf, (5) Michigan School for the Blind, (6) New York Institute for the Education of the Blind, (7) Perkins School for the Blind, and (8) Washington State School for the Blind. There are also two representatives of the AAIB who currently are Mr. Laurens Walker of South Carolina and Mr. Roy M. Stelle of Colorado, who, I understand, is resigning as he has now been transferred to a school for the deaf in White Plains, New York. The representatives of the CEASD are currently

Mr. Egbert N. Peeler of North Carolina and Mr. Edward M. Tillinghast of Arizona.

Finally, a representative of the American Foundation for the Blind is also a member of the Board.

The last official meeting of the Committee was in October, 1958, in Watertown. At this meeting two votes were taken. One requested Perkins to prepare a film on the education of the deaf-blind. This has been done, and a film entitled, "Children of the Silent Night" was completed last year. It has already won the Blue Ribbon Award of the New York Film Festival and is proving very popular. It is to be shown on the AAIB program here in Miami tomorrow evening.

The other vote called for a study to be made of the after-school history of deaf-blind pupils. Perkins promised to initiate this study, but so far has not been able to provide personnel for it.

At the Tennessee Convention of the AAIB, such representatives of the National Committee as were present met informally to discuss current problems.

To the best of my knowledge no meeting of this Committee is scheduled for the immediate future, though one is probably overdue if the Committee is to maintain its function of informing itself of the current status of the education of the deaf-blind and of the problems in our field. It is my hope that a meeting may be held at one of the schools having a program for deaf-blind children within the next school year.

I am submitting this Report in the absence of Mr. Egbert N. Peeler, Chairman, and Mr. Laurens Walker and Mr. Roy M. Stelle, the official representatives of the AAIB on the Committee.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

M. ROBERT BARNETT, *Executive Director*

New York, New York

I consider it a traditional personal pleasure as well as an official responsibility to make these reports at the biennial conventions of the American Association of Instructors of the Blind with regard to the activities of the American Foundation for the Blind. As most of you have heard before, I will make no effort to recite a detailed list of all of those things which the Foundation has entered into since your last Convention, and will attempt to confine my report to those facets of Foundation activity which are directly pertinent to the field of education of blind children. Before doing so, however, I would like to quickly summarize certain other aspects of our work, since I am conscious of your interest in our general program as well.

We have continued to maintain our relatively new program of consultation to operating agencies and schools at local level through a staff of regional representatives. I would hope that any of you concerned with the administration of educational programs would consider that, while these staff members are largely specialists in what is known as community organization, there may be many occasions in which they can be of direct assistance to your educational service and particularly with regard to an analysis of other resources for children within your particular geographic area.

As you have heard at other sessions of this Convention, the Foundation had deliberately expanded to a rather dramatic level its research activities. The budget of the agency just approved for the fiscal year beginning July 1, 1962 provides funds for seven major research projects. Of particular interest, I think, is that these and similar undertakings projected for the next three years will total in dollars an expense of \$1,000,000. The significant fact is that only one-tenth of that amount is being met from our own general funds—nine-tenths of this research on behalf of blind persons represents contributions from governmental and other private organizations.

Still speaking in terms of money, I believe it will be helpful in understanding

the Foundation's present role in your specialized field by reporting what our new budget includes with particular reference to your interest. While many think that the Foundation is comfortably situated, the actual fact is that for the past two years we have encountered rather substantial operating deficits. Our financial condition, however, has been kept healthy through the receipt of unprecedented legacy income. Our Trustees again this year indicated that we could not add additional staff in view of the deficit picture, with one exception. This one exception will be a program specialist in the area of mobility and orientation. The decision to expand the staff in this direction was greatly the result of the direct suggestion of the leaders of the AAIB.

Another item of particular interest to you is that the new budget also provides for another AAIB proposal. This has to do with the convening of representatives of all substantial teacher preparation centers in hope that the AFB and AAIB, with the cooperation of the various universities and colleges, will be able to agree upon standards for teacher training throughout the United States. The meeting, to be planned in cooperation with this Association, probably will be in the late Fall of this year.

I also am happy to report that the Foundation's new budget provides for another grant of \$12,500 in support of the AAIB's operating expense. I believe that you who are members and leaders of the Association can view this continued aid as an indication of the deep respect which our Trustees hold for the Association's present and potential value in the advancement of services to blind children.

I regret to have to report that Dr. Everett Wilcox, who joined our staff as Program Specialist in Education shortly after your last Convention, recently has indicated his desire to resign. As some of you may already know, Dr. Wilcox has accepted the appointment of Superintendent of the Illinois Braille and Sight Saving School, succeeding our esteemed colleague, Mr. Leo Flood. Dr. Wilcox intends to take up his new duties in Illinois about mid-

August. It is, of course, the intention of the Foundation to continue the function which he has carried, and we are currently reviewing candidates for the position which his resignation has made vacant.

In preparing this report for 1962, it was our thought that Dr. Wilcox might give you and us the benefit of his own appraisal of the past and potential role of AFB with regard to the extension of educational programs in the country. It is, then, with pleasure that I now present to you Dr. Everett Wilcox, who will present the final part of this year's report.

Report of Dr. Everett E. Wilcox— AFB Activities 1960-1962

It has been a most stimulating experience to be a member of the AFB staff—an experience that has provided many pleasant associations both at the Foundation and in the field. Only when one has had such an opportunity can the full scope of the Foundation's activities be ascertained and the potential for program development—a constant challenge to the staff—be determined. I appreciate the good fortune to share this report with Mr. Barnett.

During my term of limited observation in the field I have been pleased to find that a flexibility is emerging in our educational patterns whereby curricula and services are being shaped to focus upon the immediate needs of blind children. More and more programs are re-examining their goals, in some instances developing guide lines for the first time (by assessing the direction of services and the effectiveness of existing curricula) to fill gaps, to prevent duplication, and to eliminate competition for the blind child.

More attention is being centered on the learning experiences that are available to blind children outside the classroom, the normal school day and the scheduled school year. There is a move to strike a balance between learning and living in our educational patterns. Blind children now have many more opportunities to develop the functional use of living skills. This indicates that the education for blind children can preserve flexibility and diversity in curricula offerings simultaneous with new techniques that are bound to be widely adopted simply because they are good.

There is a major reason for the progress that has been made in the education of blind children and why we can expect improvement. Those responsible for programs are alert, responsive and willing to learn. They are enlarging their program aims and demanding professional approaches to educational problems. It has become increasingly evident that to provide an education for the multi-handicapped blind child now being included in our school population, we must in turn offer more staff preparation for houseparents, teachers, consultants, supervisors and administrators, i.e., support courses and develop techniques of assessment and instruction that are not now available so that we can more effectively assist these children through educational inventiveness.

Our biggest problem remains one of communication—within, without and between our programs. In all probability we should do more state and regional planning but, more important, we must act upon feasible recommendations that grow from a clear delineation of each problem.

To some here, the cost of services provided by the AFB is a barometer of interest. Out of an annual budget of two million dollars:

- \$20,000 is assigned for General Scholarship grants;
 - \$12,000 is allocated for Summer School Scholarships;
 - \$40,000 was budgeted for the Education and Social Work Fellowships;
 - \$ 7,500 supported a Teacher Preparation Center;
 - \$ 3,750 was budgeted for houseparents staff improvement;
 - \$ 3,000 was assigned for an Orientation and Mobility Project in Oregon;
 - \$ 6,000 provided a leadership grant;
 - \$ 2,000 was the allocation for the Helen Keller Scholarships;
 - \$ 9,000 provided transportation and tuition for deaf-blind children;
- and since 1957 through the fall of 1962 almost \$70,000 will have been expended on the diagnostic treatment program for deaf-blind children. Since the AAIB last met in Nashville, \$11,000 was spent on teacher preparation workshops.

But to the others here who have not utilized AFB services nor participated in courses, conferences or workshops, let me suggest that your needs and problems be

made known. The staffs of national agencies such as the AFB cannot read your minds, and yet assistance in the development of programs and services can only be extended when areas of concern are brought to the attention of the AFB staff.

When the need for mobility techniques became evident — conferences, summer courses and year-round programs were developed. When the concern about pre-vocational training became national in scope—an Industrial Arts Conference was called and held at AFB, out of which grew the industrial arts courses at Oswego which, incidentally, will be offered again next summer. When blind children with developmental problems were knocking at our doors—the AFB sponsored workshop courses.

When you were concerned about the early growth and development of blind children, "Toward Tomorrow" was filmed. It is used now in a wide variety of settings—not only here but in a number of foreign countries for staff preparation and community education.

Because of the interest to offer blind children the same opportunity to develop creativity as the sighted, another film, "First Steps in Clay Modeling," was produced this spring and is now available for loan. The AFB solicits your reaction to these films. Should more instructional films be made and on what topics? What direction should this project take?

Let the national service agency know of your challenges, problems and needs, so that the tools can be put in your hands. All of the AFB services—the library resources, field representatives, consultants in program development, the National Referral Service and the editor of *The New Outlook* are waiting for your requests.

And finally, on behalf of the staff, and particularly myself, let me take this opportunity to thank you for the hospitality shown us and the time taken so often from busy schedules to orient us to your needs and problems.

REPORT OF THE AMERICAN PRINTING HOUSE FOR THE BLIND

MARJORIE S. HOOPER, *Braille and Large Type Editor*
Louisville, Kentucky

It is always a pleasure to me to meet with the members of the AAIB and to discuss with you our mutual problems, accomplishments, and hopes and plans for expanded educational services for blind children. I therefore welcome this opportunity to appear before you today to present the Report of the American Printing House for the Blind to your Biennial Convention.

Legislation

In reviewing the past two years, undoubtedly the most important event was the passage by Congress of Public Law 87-294 on September 22, 1961, as an amendment to the basic Act of 1879 "To Promote the Education of the Blind." This amendment added four new provisions to this important Federal legislation:

1. The limitation of ceiling of authorization for the annual appropriation was en-

tirely eliminated, thereby making possible an annual request to, and, hopefully, approval by, Congress of yearly appropriations commensurate with the actual needs for educational materials for the blind, such appropriations to be based on realistic figures with regard not only to production costs, but also the total number of children to be served.

2. The chief State school officers (or their designees) were made Ex-officio members of the Printing House Board of Trustees for purposes of the Federal Act, on the same basis as the executive heads of the residential schools for the blind (or their designees), thus giving equal representation for purposes of administering the Act to all blind children being educated through the public school system of the United States and its possessions.

3. For the first time in the 83 years of the Federal Act, provision was made for

the appropriation of funds, over and above those for quota purposes, to be used for administration of the Act by the Printing House. Heretofore, no funds for this purpose have been available except as the Printing House was able to furnish them out of its own resources, a situation which has hampered the institution for many years in providing needed and expected help and leadership to educators of the blind.

4. A proviso was included in the amendment stating that the appropriation is to be administered under rules and regulations prepared by the Department of Health, Education, and Welfare.

In reporting the passage of this far-reaching legislation, I want to extend the sincere appreciation of the Board and administrative staff of the Printing House to its many friends throughout the field of work for the blind, and most specifically to the Legislative Committees of the AAIB and AAWB, for their constant and untiring efforts on behalf of the Printing House Bill. It was only the cooperative efforts of all concerned that accomplished our goal.

In addition to the basic amending legislation, which was passed in the closing days of the 87th Congress, through the aid of several interested members of the House and Senate, an amendment was included in the Department of Health, Education, and Welfare Appropriation Bill, then still pending passage, which put the new provisions immediately into effect for the 1962 fiscal year. Thus, instead of a per capita allotment of about \$25.00, the quota allocations for the past school year have been based on a per capita of \$40.07 for a total appropriation, including the \$10,000 permanent grant, of \$639,000, instead of the expected \$410,000. Additionally, \$41,000 were appropriated for administrative purposes.

This quick action was particularly beneficial so far as the quota allocations were concerned, since by September a large proportion of the State departments of education and schools for the blind had already used up their money for the year and were still far behind in being able to get the materials they needed. It took a little time, however, to put into effect the benefits of the new administrative funds. I am happy to report at this time that it

has been possible for the Printing House to create and fill three new staff positions, and reassign another, and that we now have full-time personnel for the following:

Assistant Braille Editor-Field Representative (2 people)

Mrs. Blanche W. Dougherty (formerly Textbook Consultant of the APH)

Mr. Christopher G. Stapleton (formerly with the Portland, Oregon, Public Schools, who will take up his position at the Printing House tomorrow)

Textbook Consultant (1)

Mr. Thomas A. Bledsoe (who has had extended experience in the textbook publishing and related fields)

Tangible Apparatus Consultant (1)

Mr. James W. Burton (who comes to the Printing House with a background of development experience, particularly in plastics and metals)

Mrs. Dougherty, Mr. Stapleton, Mr. Bledsoe and Mr. Burton have been in attendance all during this Convention, and I hope you have had a chance to meet them and talk with them. If the expanded service which the Printing House should provide through the administrative funds is to be effective, these staff people must not work in a vacuum, but be in a position to bring their background information to bear on the problems of the teachers of blind children. It is therefore the responsibility of the educators of the blind to see that they become cognizant of all facets of your problems. These people will be coming to see you in your working situations, and we ask your complete cooperation, including constructive suggestions for improving Printing House services.

New Buildings

One of the reasons the administration of the Act "To Promote the Education of the Blind" was originally placed with the Printing House in 1879 was because the institution had the buildings and facilities necessary for the production of the educational materials to be provided under the Act. It was therefore designated at that time, and again reiterated in the latest legislation, that "no part of the appropriation shall be expended in the erection or leasing of buildings." This means that it is the complete responsibility of the Printing House, through its own funds, to pro-

vide the necessary buildings, manufacturing equipment and other facilities for manufacturing purposes under the Act. Over the years, this has required an extensive building program, particularly in the last 15-odd years. In 1944, just 18 years ago, records show that the estimated book value of the original buildings, with additions, amounted to less than \$57,500, plus a land value (at original cost) of about \$12,000. Most of those buildings, and the entire plot of land, were provided through the generosity of the State of Kentucky. Additionally, beginning in 1939, and continuing for ten years thereafter, the Printing House had found it necessary to rent manufacturing space in downtown Louisville for at least 50 per cent of its operations. Since 1949, extensive additions to the original facilities have been added, amounting to over 70,000 square feet of floor space, at a cost of some \$680,000, all of which has been paid for out of funds donated to the Printing House.

At the present time, in line with the continuing philosophy that the Printing House must exercise its responsibility in providing necessary buildings and facilities to meet the demand for expanded service now possible under the Federal appropriation, we are in the midst of another building program, which will add over 40,000 square feet of gross floor space to the factory annex, storage and shipping areas, and thereby also make possible the rearrangement and relief of crowded areas in the Braille embossing and proofreading departments, and in the office and administration building. It is our present hope that this construction will be completed and in use by January, 1963, at a total cost of approximately \$440,000.

Central Catalog of Volunteer-Produced Books

During the past two years, the Printing House has established a Central Catalog of Volunteer-produced Books. The purpose of this service is to provide a single point of cataloging and reference for the thousands of textbook materials produced each year by volunteers, in all mediums, including Braille, large type, and disc or tape recording. To do this, we have engaged the help of the volunteers themselves

in reporting each book they undertake, so that duplication is avoided and the location of the books may be known for possible borrowing, etc. This reporting service is growing to amazing proportions each day, and I do not believe anyone had any idea of the thousands of books that are being produced by volunteers each year. While the magnitude of the catalog is such that it precludes issuing printed catalogs, daily reference service is provided, and it is the intent of the Printing House that no effort be spared to make the Central Catalog a truly effective adjunct to this important facet of work for the blind.

Lavender Writer

And now to answer some of your many questions about the Lavender Braillewriter, the so-called "plastic machine." Over the past several years, we have given you progress reports on the developmental research on this writer. It is my distinct pleasure this year to be able to report to you that the Lavender writer is an accomplished fact. Not only has the prototype been completed and accepted, but the tooling-up for production has been finished, and we have actually produced some 30-odd of the machines and have had them out for field-testing for the past several months at the Indiana School for the Blind. A sample of this machine has also been available in the Printing House exhibit at this Convention for your examination. It is our present hope that we will be able to go into production of these machines, for delivery by January, 1963. The projected price will be in the neighborhood of \$45.00, which will cover only the actual materials and labor involved for their manufacture, since \$95,000 to cover the cost of the tools, dies, etc., has been paid for out of funds donated to the Printing House.

Conclusion

In conclusion, speaking for the Executive Committee and administrative staff of the Printing House, may I pledge our intent to use as wisely and effectively as possible the new funds granted by Congress for the expansion and improvement of services for the education of blind children.

REPORT OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

MARJORIE S. HOOPER, *President-elect*

Louisville, Kentucky

This is the first time I have appeared before this Association as a representative of our sister organization, the American Association of Workers for the Blind. I do so with mixed emotions. On the one hand, it is my privilege to serve the field of education of the blind as Braille and Large Type Editor of the American Printing House for the Blind, in which position it is my responsibility to see that the educational materials you need and want are made available to you in the form best suited to your needs, and as nearly at the time they are needed as is humanly possible. On the other hand, this same position means that it is also my responsibility that the reading needs of the adult blind—student, recreational, or what have you—are also met to the best of the ability of the Printing House. This dual service is not one divided against itself, but is in effect one of the coordinating influences of our whole profession, and I am very proud to have such a position.

In presenting a report of the activities of the AAWB for the past two years, I should like to touch briefly on two or three items. First are the two projects conducted by the Association through grants from the Office of Vocational Rehabilitation. The first is the study on home teaching, which resulted last year in the publication of the brochure HOME TEACHERS OF THE ADULT BLIND, prepared by the project director, Miss Elizabeth Cosgrove. As a follow-up on this study, on August 1, 1961, the OVR made a contract with the AAWB to activate some of the proposals of Miss Cosgrove's report.

1. A project to work jointly with the American National Red Cross to extend demonstration programs for training volunteers to work with home teachers.

A manual is now being written, based on the experience of two pilot training courses for volunteers, conducted in Washington, D. C. with the cooperation of the Virginia Commission for the Visually Handicapped and the Red Cross. This manual will be used

for further testing through demonstrations in other sections of the country.

2. Arrangement for the establishment of a multi-disciplinary curriculum in at least one university for a pilot training program for home teachers, AND for participation in developing standards for the selection of trainees. Working papers have already been developed outlining criteria and defining objectives which will serve as a basis for discussion with university representatives.
3. An additional goal is the development of guide-lines for in-service training programs for agencies serving blind persons.

These new projects are being staffed by Miss Cosgrove and Miss Josephine J. Albrecht.

The second project is the compilation of an annotated bibliography for workers in the field of the blind, which was started in July, 1961. The outline for the bibliography, i.e., the subject headings for the chapters, is being developed as new fields of interest to workers in the field become manifest. Research includes work at the library of Perkins School for the Blind, translations and annotations of foreign historical books and articles, as well as work in the European libraries. When completed, it is intended that this bibliography will bring together: (1) the historical writings tracing the changing attitude of mankind toward blindness; (2) later books and articles which have proved their value as time has passed; and (3) the results of research during the past ten years which have not as yet been compiled into readily usable form. Miss Isabella S. Diamond is the Project Director.

An item of extreme importance to the future growth and development of the AAWB was the adoption at the St. Louis Convention in 1961 of a completely new Constitution and By-laws. Paramount in these new provisions is the recognition that the AAWB is a social action group.

Specific changes include election of officers on an annual basis, to include a President, President-elect, Corporate Secretary and Treasurer; election of Board members by the general membership rather than by artificial group interests; and realignment of group interests more in keeping with present-day functions of the members, but including establishment of additional group interests as they may be needed.

In so far as national legislative programs have been concerned, it is most heartening to note that there has been a oneness of viewpoint of the AAIB and AAWB. Actually, of course, the only national legislation accomplished during the past years was the passage of 87-294, which was the amending legislation to the Act of 1879 "To Promote the Education of the Blind", which provides the Federal grant to the American Printing House for the Blind for the provision of educational materials for children being educated in public educational institutions for the blind and public school systems for the seeing. As a member of the staff of the Printing House, I wish to personally thank the Legislative Committees of both Associations for their unremitting help in effecting the passage of this important legislation.

Additionally, speaking for the AAWB, and I hope the AAIB, I think that I can say that, almost without exception, we are joined together to promote, protect, and improve the welfare of all blind persons in the United States. As a corollary, it is clear that we must agree that it is our first responsibility jointly to direct our energies and our thought toward programs of service or legislation, or both, that will first assure these purposes of promoting, protecting, or improving the interests and welfare of blind persons, of all ages and walks of life.

Secondly, and we again hope the AAIB agrees, the AAWB feels that an outright generic approach to all of the problems of impairment is inimical to a sound program for blind persons, and that within any structure rendering services to the handicapped, whether local, state, or Federal, a special provision must be made for services to the blind. Additionally, it must be recognized that organized leader-

ship in work for the Blind has been a generation ahead of all other handicapped groups, and has, therefore, pioneered in welfare legislation which has later benefitted all other handicapped persons. The AAWB feels, and again we hope the AAIB agrees, that there is a clear call for continued leadership which does not necessarily have to be exclusive, provided the interests of blind persons are fully served. Thus, when the legislative body itself, whether state or Federal, insists on generic type omnibus proposals, where it becomes necessary, work for the blind should agree to participate.

Another point of close cooperation between the AAIB and AAWB has been the joint sponsorship of the AAIB-AAWB Braille Authority. You have already received a report of the work of this joint committee from its Chairman, Mr. Krebs. I cannot overemphasize the importance of the work of the Braille Authority as the agent of the two Associations which are the groups responsible for the establishment and maintenance of Braille codes in this country. As a member of the Authority, I again wish to express appreciation of the cooperation and backing you give the Braille Authority.

Before closing, I feel I must admit that this past year has been a most difficult one for the AAWB. As you know, Mr. Walker resigned as Executive Secretary early last November, and it was not possible to fill the position until just recently. This has meant that the work of the Association has had to be carried forth on a volunteer basis by the officers, primarily Mr. Louis H. Rives, Jr., who is our Corporate Secretary, and to whom the thanks of the Association are due for his personal time and efforts. I am happy, however, at this time to announce that a new Executive Secretary has been appointed—Dr. Gordon C. Connor, formerly Executive Secretary of the Greater Pittsburgh Guild for the Blind. Dr. Connor has just taken up his duties in Washington during the past two weeks and will be on hand to help conduct the Cleveland Convention starting next Sunday night. We hope many of you are planning to attend and look forward to seeing you there.

REPORT OF THE COUNCIL FOR EXCEPTIONAL CHILDREN SERVICES WHICH RELATE TO THE EDUCATION OF BLIND CHILDREN

DR. MAMIE J. JONES, *President*

Atlanta, Georgia

The Council for Exceptional Children was organized in 1922 to provide a professional association for educators of exceptional children. Through the years it has grown until it has a current membership of more than 15,500 persons who are interested in the education and welfare of exceptional children. CEC's unique contribution to the area of services to children is that it has an equal concern for all types of exceptional children.

The Council's membership is composed of persons who are interested in the education of exceptional children. About 98% of CEC members are professional educators associated with service programs for such children.

The CEC is organized into chapters which are its local units, state or provincial branches and federations, and divisions. Provision is also made in the CEC constitution for affiliates.

CEC has had a traditional interest in all visually impaired children, including both the blind and the partially-sighted. The CEC periodical *Exceptional Children* has included articles with reference to the education of blind and partially seeing children.

Each year CEC conducts an international and one or more regional conventions. Sectional meetings on the education of the visually impaired are planned in each of these conventions. Recently the AAIB has sponsored meetings in these conventions.

In recent years the CEC has become increasingly active in legislation. Last fall, representatives of the AAIB and several other organizations concerned with the visually handicapped endorsed the CEC

legislative position for all exceptional children. Encouraged by this action, CEC had a bill prepared which later was introduced by Congressman Giaimo as HR. 10125. CEC secured the endorsement of this bill by twelve national organizations concerned with exceptional children, by the NEA and by the American Parents Committee. This show of unity and strength has been impressive in the Congress. CEC is pleased to have served as an agent to help bring this cooperative effort to completion.

Increasingly, through the CEC Inter-agency Relations Committee, through the legislative effort described above, and through suggestions for projects initiated by other organizations, CEC is cast in a role of cooperative enterprise in the education of exceptional children. In view of these facts, the CEC Board of Governors recently authorized a professional staff member for CEC, who will have primary responsibility for legislative activities and for cooperative activities with other national organizations. This staff member will be added as soon as funds become available for this purpose.

CEC hopes to continue to become a more effective force in the education of exceptional children through working for better professional standards, improved personnel training programs, stimulation of worthwhile legislation, and in other ways. In all these efforts, we shall hope to continue and extend our interest and service in the education of the blind as well as for other types of exceptional children. We are extremely pleased to have had such a pleasant and cooperative relationship with the American Association of Instructors of the Blind and hope that this relationship will continue.

REPORT OF THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

MAMIE J. JONES, *Ph.D.*

Member of Educational Advisory Committee, NSPB

Atlanta, Georgia

The NSPB was founded in 1908 with the campaign to stamp out "babies' sore eyes." In 1922 the Society helped to establish the first course for teachers of sight-saving classes. Also, in this same year, they initiated the first authoritative industrial eye safety program. In 1948 came the sponsorship of the Wise Owl industrial safety program. Then, in 1950, the Society supported the research project that demonstrated, without question, the role of oxygen in the treatment of premature babies as a cause of retrolental fibroplasia.

These above mentioned facts are only a small portion of the accomplishments of the NSPB. One of the important phases of its program has been concerned with the early identification of partially seeing children and the provision of adequate educational opportunities for them.

It is estimated that, minimally speaking, one in every 500 children of the school population is a partially seeing child. Although these children are being recognized more and more and provisions of adequate educational and health services for them have grown, today less than 10% of these children are receiving special help.

One with deficient eyesight need not necessarily miss out on opportunities. For such persons, regardless of age, there are low vision aids. The National Society has recently established standards for low vision aids, services, and facilities. This responsibility was transferred to the Society by the American Foundation for the Blind. The program includes research in optical aids, community services, preparation of educational materials for professional personnel and visually handicapped persons, and dissemination of information about low vision aids.

Statistical studies to learn more about the causes of blindness are also a major function of the National Society. In these studies the Society has had, over the years, much help from the residential schools. It is hoped this cooperation will continue and that, with expanded participation of

the schools, the data so much needed for planning prevention and conservation programming will be even more useful in the future than it has been in the past.

Among the problems of tomorrow, predominantly, is the emerging dilemma of visual problems of the aged. The National Society is working closely with the areas of research most in need of support. Diabetic retinopathy, a cause of increasing concern to our senior citizens, may possibly be an area where a concentrated effort could mean a breakthrough. New statistical research being carried on by the NSPB in conjunction with state and federal government agencies will show where the need exists for mutually contrived action in particular fields of sight-saving.

Even with past knowledge, present research and findings, and future anticipations, the NSPB cannot go, nor is not going, the route alone. It is the desire of the NSPB to work with the AAIB and other organizations in the interest of all partially seeing children, particularly with regard to low vision aids, the collecting of information about educational materials and equipment suitable for their needs and research projects related to their education.

Half of the blind Americans of today need never have lost their eyesight—if they had done the simple task of applying the sight-saving knowledge we already possess. Even today, thousands of people of all ages have experienced restorations to near-normal lives through optical aids, special education, and/or surgical treatment. Nevertheless, still many more may receive such benefits, even perhaps on a greater scale, through the concentrated efforts of not only the NSPB but by the working relationship and cooperative planning of all organizations involved. We are grateful to AAIB for inviting NSPB to participate in this meeting and we look forward to the development of our mutual interests through joint efforts.

REPORT OF THE DIVISION FOR THE BLIND OF THE LIBRARY OF CONGRESS

CHARLES GALLOZZI, *Assistant Chief*

Washington, D. C.

I must confess I feel rather guilty that in the more than 12 years which I have spent in providing Library service to blind persons, including blind children, this is the first time I have attended a convention of the American Association of Instructors of the Blind. I have been asked to give a brief summary of the activities of the Division for the Blind of the Library of Congress. It will be brief, and in the few minutes allotted to me I also want to present one or two points of a more general nature on which I feel strongly.

The Division for the Blind of the Library of Congress offers a completely free library service to all legally blind persons in this country. This service is similar in scope to what can be expected from a local public library; general reading, books of an informational nature, recreational reading, and to a limited extent, books on specialized subjects. Reference service on the whole field of blindness, and guidance in the preparation of reading lists are included. We try to make this service as personal and individual as possible by working closely with the 31 regional libraries for the blind, 54 machine lending agencies, and recently with public librarians throughout the country. We also train and use volunteers who produce in hand-copied braille or on magnetic tape, books requested by our borrowers but which we cannot have produced in press braille or on talking book records.

To indicate the importance which the Federal government attaches to library service to the blind, I will give you just a few figures. With an appropriation of \$1,800,000 this past year, we have provided more than 350 new talking books, about 250 books in press braille, and several hundred on magnetic tape, and in hand-copied braille. More than 11,000 new talking book machines were manufactured. The staff of the Division for the Blind consists of 34 persons, including 7 who operate our own regional library for the blind, and 8 totally blind braille instructors. We are one of the more than 50

Divisions in the Library of Congress. Yet our annual budget is more than ten per cent of the Library's total budget.

In so far as your sphere of activities is concerned, we provide supplementary reading for school children, some books of interest to educators, and a comfortable amount of general reading for both. As specific examples I can point to half a dozen novels in braille by Rosamond Du Jardin for the romantic teen-agers; three works by Carolyn Haywood, on talking book records, for the imaginative youngsters in the first four grades; Cutsforth's *The Blind in School and Society* on magnetic tape, for educators; and *The Rise and Fall of the Third Reich* on talking book records for anyone who has plenty of time to read. We shy away from textbooks since our program is not intended to meet the basic needs of schools, but within our scope there is a constantly increasing fund of riches for those who are interested in reading.

As a librarian, I am convinced that reading is inherently good, and I disagree with the few who feel that during summer vacations children should not be encouraged to read. Relaxation, stimulation, enjoyment of beauty, a genuine feeling of adventure, all these and much more can be enjoyed through books. But to get this enjoyment one must first realize that it is available. Then one must know what books, by which writers, can be had in braille, or on records, or on magnetic tape. The Library of Congress publishes catalogs in large type, regular type, braille, and even in recorded form, and we are generous in distributing them. We produce them in large quantities and we encourage people to keep these catalogs so that they can be referred to at any time. But catalogs can be pretty dull unless one is interested. And that is one of the responsibilities which educators have: to know these catalogs, to recognize their potential for themselves and for the children in their care, and to see to it that children and books learn to get together.

In no way am I attempting to minimize what is already being done in this respect, but our experience has proven that many school children are not fully aware of the resources of the 31 regional libraries for the blind. I have spoken with teachers who were startled to learn that books they wished to recommend but thought had not been embossed or recorded were actually sitting on library shelves, in braille or talking book form. Within the past couple of weeks a youngster who had just completed his second year at a school for the blind heard his first talking book record in my office. Let me read in its entirety a letter we received, dated June 12, 1962:

Library of Congress
Braille Division
Washington, D. C.

Gentlemen:

I would like to know if your agency distributes such news magazines as "News Week," and "U. S. News and World Report." I would like to receive those materials upon subscription if they are available.

I have graduated from the School for the Blind. I have no connection with any agency which would obtain Braille literature. Any service you render will be appreciated.

Yours truly,

This graduate lives in the same city as his school for the blind. In that same city is also a regional library for the blind, with complete collections of both braille and talking books. Evidently, he was not aware of its existence.

This may sound more like a sermon than a presentation, but I feel strongly on this subject. Books are of no use to anyone unless they are read. As long as they sit on library shelves they are only taking up room. It is a known fact that many people buy print books for their decorative value, or for the prestige that owning a lot of books may bring. But braille and recordings are not exactly decorative in appearance, and their high cost makes purchasing by individuals rather uncommon. But they are available on free loan all year round on rather liberal terms. In spite of their high cost, I would rather see them worn out in use than preserved in uselessness. In some areas service may not be as good or as prompt as in others, but we are

working toward improving conditions throughout the country. We are starting local deposit collections on a rotating basis in a few cities which have no regional libraries. We will cooperate with any school library in making more braille books available on extended loans. We welcome suggestions from teachers as well as from readers as to which books should be embossed or recorded.

We have a mailing list for distributing our catalogs, and other publications. As far as we know, every school for the blind, and every state director of special education is on that list. But we do not know whether the catalogs we send fall into the hands of the persons who can make the best use of them. I will gladly add to the mailing list the names of anyone in this audience who can use catalogs of books available in braille, on records, and on magnetic tape. All you need to do is give me a slip of paper with your full name and complete mailing address, before I leave. You can even write it in braille if you prefer. Please indicate whether you want ink-print or braille catalogs, or both.

The use of large type for lists and catalogs is one of our more recent ventures. We will be interested in learning from you how effective they are. Suggestions and comments from those who work personally with children are of great value in guiding us for future publications. Is the type large enough, is the quality of the paper satisfactory? Can you offer suggestions for improving the format?

We are giving a great deal of attention to periodicals. Right now the following are regularly available on magnetic tape:

Atlantic	Kenyon Review
Current	Personnel and
Foreign Affairs	Guidance Journal
Galaxy	QST
Harper's Magazine	Social Work

We will try to undertake others if you will let us know which would be of value. We are also planning to issue the magazine *Holiday* on talking book records, beginning with the December issue.

Our plans for the future are all based on one principle—better library service to blind persons. Whether this service is re-

ceived directly from the Library of Congress, or through the regional libraries for the blind, or through school libraries, we

are interested in doing all we can to improve it. Your interest and cooperation will help us achieve this goal.

REPORT OF CHRISTIAN RECORD BENEVOLENT ASSOCIATION SPECIAL CHRISTIAN RECORD SERVICES AVAILABLE TO EDUCATORS

CHESTER G. CROSS, *Manager*

Lincoln, Nebraska

Two years ago in the annual meeting of the Western Conference of Teachers of the Adult Blind the suggestion was made to us to publish one of our youth magazines in both Braille and large print. The main reason was that teachers of classes made up partly of Braille students and partly of large print students could then assign certain articles for auxiliary reading and the entire class rather than part of the class would benefit.

We inquired of many teachers and administrators and found a ready response. So we combined THE YOUTH, which was in Braille, and HAPPINESS, which was in large print, and called it YOUTH HAPPINESS. The two editions of the magazine carry identical material.

The content is beamed to junior and senior high school students and young adults.

We secure the informative, inspirational material from some of the best qualified writers in the United States, Canada, and other parts of the world.

The current July issue is the first number run by the offset process. The August and September numbers will be mimeographed and thereafter the magazine will be offset and in yet a bolder type.

We can make subscriptions available to each school, or send the subscription direct to individuals who may not attend one of your schools.

Forty samples of the July issue are available at our display booth.

Our continuous research in the field of the combination print-Braille books has led us into a nearly half million dollar project of what we call Full Vision Books.

We shall prepare a series of 54 of these books for pre-school and early school age children. The original intention was to make these for blind parents who had young sighted children. When some of you administrators, librarians and teachers noticed them, you saw other possibilities in them. We have been flooded with literally thousands of requests for each of the first four books. Here is the fifth book. It will be ready for distribution in just a few weeks. So now, upon request, we give one or two copies to school libraries, and one copy to each dormitory. If the schools desire additional copies they may purchase them at or below our cost. All of our services are entirely free to blind and near-blind children and adults. We have some accommodation services such as the additional copies of Full Vision Books to schools, various types of Braille paper, cut to size, for individuals and institutions, certain records and tapes, et cetera, which are meant to be helpful and are available on an accommodation basis at or below our own cost.

In school assemblies and in dormitory meetings you have occasions when Bible stories for children up to the age of about twelve are very useful. We have prepared 33 such stories in three sets, entitled ADVENTURES IN THE HOLY BIBLE, STORIES JESUS TOLD, and GOD'S HEROES. These are available free, separately brailled and mimeographed. They were originally prepared as little correspondence courses, and attractive buttons and certificates are given on enrollment and completion of each of these three delightful sets.

Next fall, in one of the regular editions of the Christian Record monthly brailled magazine, we shall honor all readers who

have read this magazine for 50 years or more. The reason I mentioned this is because several have written that they either learned the embossed system by reading the CHRISTIAN RECORD in their school libraries, or learned to better appreciate and manage the system as a result of reading it in their school libraries.

In the February, 1963 issue of the CHRISTIAN RECORD TALKING MAGAZINE we shall feature the talents of blind and visually impaired children up to and including 12 years of age. Then in the May issue we shall feature those from 13 through 20 years of age. Please contact me if you would like some of your talented students in this TALKING MAGAZINE. The November issue this year will be another keepsake number. It will feature Christmas music as it is played and sung in various parts of the world, sweet music by a quintet of women harpists, tunes by youthful English handbell players, a surprise band march selection by a famous band march composer who became blind about 3 years ago, and a number of other excellent items from blind artists. If your school is not receiving the CHRISTIAN RECORD TALKING MAGAZINE you may desire to get it now. Its circulation per issue is almost identical to that of the READER'S DIGEST on talking book records.

During the past four years we have been researching the cultural and social guidance needs of teenage blind and vis-

ually impaired youth and those in their twenties. This year we shall start a whole new line of services in this area which we do hope sincerely will make a significant contribution to the further cultural and social development of these young men and women. Announcements will reach the field in just a few months when the first items are ready.

We realize that you receive more mail than you can handle, so we shall not contact you often. But when we send you announcements of new free services, or check up on the experiences with present Christian Record services, we shall communicate on a special color paper or ink so that some will recognize it immediately for its importance and can pick it out of the pile of correspondence.

The Christian Record Benevolent Association is a service institution. We exist for one single purpose, namely, to be of as much benefit to blind and visually impaired children and adults as possible.

We covet your suggestions for the improvement of existing services and for the preparation of new services.

We wish each one of you new joys and rich rewards in your work, and special wisdom, because we realize that largely in your minds and hands lie the shape and scope of the future of this rising generation and succeeding generations of blind and visually impaired young men and women.

MEETING OF NATIONAL BOWLING ASSOCIATION OF SCHOOLS FOR THE BLIND

DR. CHARLES BUELL

Berkeley, California

The NBASB held its biennial meeting in connection with the AAIB convention in Miami. Eleven schools were represented at the meeting, some of which plan to enter competition soon. The new schools with representatives in attendance were Alabama, Arizona, Arkansas, Indiana, Kansas and Mississippi. Other schools represented were California, Missouri, Nebraska, Oklahoma and Overbrook.

Bob McQuie, who had done so much to make bowling competition successful for the girls and junior boys, resigned his

duties as Secretary. His work was divided, with Josephine Buell of California assuming the organization of the girls' bowling. Jerry Regler, superintendent of the Nebraska School, will organize the junior division of the league. Charles Buell and V. R. Carter were re-elected as President and Secretary. An expression of appreciation of Mr. Carter's fine and long service was tendered.

At the request of some schools with high scratch scores, more awards will be made available for total pins knocked

down. However, the competition will continue to be essentially on a handicap basis as it is in most bowling leagues.

The competition is carried on by mail. The new secretaries asked that the mailing deadline be advanced to Wednesday and this arrangement will be tried.

Those who attended the meeting were optimistic that membership in the league might exceed 20 schools for the blind this year. There is an open invitation for more schools to join the league. Write to V. R. Carter, School for the Blind, Muskogee, Oklahoma.

REPORT OF EXECUTIVE SECRETARY

MAURICE OLSEN

St. Louis, Missouri

My report will be a little different from those scheduled for the rest of this afternoon's program. I hope that the other groups that will be represented will report on recent activities and review happenings that are internally important to them while this has already been done very well during our convention so far through our various committee reports and addresses by our officers, especially the President's Address by Miss Cox. This leaves me somewhat free to my own devices in reporting to you today.

There are many things I can say; I could review AAIB history, I could review again the accomplishments (and possibly add something on the failures and full attempts) of the Association and especially of my office during this past biennium, I could give an account of my recent travels and discuss ways I have tried to represent the Association since my appointment, but I would rather turn to the future. "What is past is merely prologue." I hope we have learned from the past, I think we can be proud of the past, we must continue to study the past, build on it, and use it to best advantage, but the future holds the excitement of hope, expectations, plans, and the energizing prospect of even greater accomplishments and progress.

First, I want to again publicly acknowledge the substantial support we have received from so many sources to help in efforts to build the AAIB into a self-supporting, moving force in our field. The dedication and loyal efforts of our leading members and the cooperation and material contributions of schools and other groups and agencies have been essential to our continuation and growth. I only have time for one quick reference to this support

which is highly appreciated. The American Foundation for the Blind has contributed three annual grants to the AAIB of \$12,500.00 each or a total of \$37,500.00 to date. Recently we have been notified that the fourth \$12,500.00 grant is forthcoming in the near future. This, and the close cooperation enjoyed with the AFB staff is deeply appreciated.

Now, before I come to the main part of my presentation, I would like to review a most vital consideration for our Association, our membership figures. Membership is the heart and core of our Association; vital to Association support and financing, vital to Association growth and progress, and vital to Association influence and contribution to the field. Total memberships are encouraging but there is a trend away from the solid support of the Association by residential schools who in the past have been represented by 100% of their teaching staffs in AAIB memberships. Where at one time there were 26 schools for the blind with 100% AAIB faculties, there were only 20 with 100% faculties this past year. There has been a slight increase in schools with 100% houseparent staff and a bare start in 100% day school faculties, but I would hope that more rather than less of our schools, both residential and day school, will inspire entire staffs to join the AAIB 100%. In addition to Association responsibility for offering services to members in return for their dues, I think our schools' leadership have a responsibility to select staff members who are professional and can see the potential benefit of active participation in a professional association that is most directly concerned with their special field of endeavor. These leaders have an obligation

to instill the attitude of wanting to continue to grow in professional skills and understanding on the part of their staff members which should again indicate the value of 100% memberships in the AAIB. And these leaders have the opportunity by example and reminder to encourage greater growth and active professionalization of their school personnel through active participation of the entire school staff in the AAIB.

The record of corporate memberships in the AAIB has been excellent. Virtually all residential schools and a growing number of parent groups are corporate members. Our life membership results have been disappointing, with only 12 life members; one of these being a lay person, 3 being from the Maryland School and only 3 being superintendents of schools for the blind. I hope that everyone will think seriously about this method of simplifying the payment of Association dues and contributing a greater share toward Association support, while at the same time, anyone under 60 who expects to live to be 80 should consider the possibility of saving some money in the long run through the life membership dues rate.

Our national membership chairman for day school members and her regional chairmen should all be congratulated on their efforts to increase the number of day school representatives in our Association, but the big problem of attrition (with approximately 30% of the 1961 non-residential members not renewing for 1962) has resulted in total results for these good workers that are discouraging to them.

This problem is probably linked to the entire problem of getting and keeping more members and this leads me to the main part of my presentation. We need to offer services to our members if we expect to reach our potential growth with 100% faculties and staffs and more non-residential school personnel. How can we improve direct services to AAIB members? **The International Journal for the Education of the Blind** is about the only proof of membership through a direct service that many of our members receive. This may be interpreted as indicating that our problem is really one of activating our workshops so that correspondence, regional meetings, workshop newsletters and other workshop projects also can be ways to keep our members interested and informed

concerning Association affairs and activities and benefits of membership. I want to talk about this a little later.

However, it would seem also that there could be another way to attract and hold additional members and give all members a substantial increase in return for their dues, if we could offer with each AAIB membership a subscription to both the **International Journal for the Education of the Blind** and the **New Outlook for the Blind**. This would mean that all AAIB members would be entitled to subscriptions to both of these excellent professional publications automatically with their membership. We would still look to the **International Journal** as the official AAIB professional journal since we would be able to control its editorial policy and could expect Association announcements and internal business to be covered in it, and eventually the AAIB should assume full responsibility for this periodical rather than contract for it as we do presently with the **Journal** being a separate corporate group. But the **Outlook** is published ten times a year, contains much concerning the education of visually handicapped children and related information on work with the blind that is of professional importance to our members, and a subscription for all AAIB members could be arranged at a very reasonable cost to the Association of approximately \$1.50 per member per year. This cost of offering an additional service of a second major publication in our field for all AAIB members would probably be met easily through the increase in memberships possible if such a dual offering as subscriptions to both the **International Journal** and **New Outlook** could be arranged.

The AAIB Board of Directors would appreciate membership reaction to this possibility in order to help them with decisions concerning this and other ways to increase AAIB memberships and retain members as regular, dues-paying, loyal, active and participating members through offering substantial direct services to our members.

In addition to increased memberships, we need to activate all workshops and committees to more effective service and professional contribution to our field. We are now trying to identify each of our members with a major workshop interest

so that we can offer our workshop officers a mailing service which will allow machine addressing of envelopes to workshop members. This can be used for correspondence, newsletter mailings, announcements of meetings and projects, etc.

We will also have a chance for workshops to select leaders who will be able to attend the next convention each biennium since we are selecting and announcing convention sites for four years in advance to help with workshop planning and continuity. We need to improve our workshop leadership selection and training in order to identify our more capable, enthusiastic and skilled leaders who will organize workshop activities to meet needs in our field. The AAIB is supporting budgets for special workshop projects that have been carefully planned and give evidence of holding potential for major contributions to our field. I hope that schools, administrators, state departments and teacher preparation centers will cooperate with workshop officers in developing and instigating worthwhile projects. Workshops can operate only through their members and so it is also urgent that you, the members of the AAIB and of its workshops, demand and expect activities from the workshop of your interest, that you help plan such projects and that you actively give of your time, efforts, attention, and abilities in working to accomplish the successful completion of various possible workshop activities.

A third ingredient to a successful future for the Association, in addition to increased memberships and increased workshop activities, can be the expanded use of national and regional resources for cooperative projects. Examples of this important way for the AAIB to extend its influence and multiply its effectiveness would be in arranging for projects and meetings cooperatively with colleges and universities, teacher preparation centers, government agencies such as state departments of special education, the U. S. Office of Education and the Office of Vocational Rehabilitation, national agencies such as the American Foundation for the Blind, National Society for the Prevention of Blindness, Hadley School for the Blind, American Association of Workers for the Blind and Council for Exceptional Children. At the present time the AAIB is working with Hunter College of the City of New York and the New York Institute

for the Education of the Blind for a possible six weeks summer program for gifted blind children during the summer of 1963 to make use of resources that can be found in the New York City area. We are working with the University of Minnesota to try to develop a special training institute on teaching homemaking to blind persons. We are cooperating with the AFB on a study of standards and accreditation in our field. We hope to work with the NSPB on a low vision aids project and the reporting of eye conditions and causes of blindness. We are studying the possibility of working with the Hadley School on inservice training resources for home study or correspondence materials, and the possibility of a course on occupational information for blind children and adults and their guidance counselors, parents, teachers, etc. The AAIB is also considering affiliation with CEC for closer cooperation and liaison and hopefully will identify areas for possible cooperative projects in addition to legislation, standards and special meetings with a possible area being in recreation for visually handicapped children.

I have talked about additional services such as adding subscriptions to the *New Outlook* with AAIB memberships, the need for additional workshop activities and contributions, the possibility of additional cooperative projects with other agencies and organizations, and now the final area of service to members which I feel should be pursued would be to continue to arrange for better and better biennial conventions. I believe that I can safely say that the 1964 convention in Boston, making use of Perkins School facilities and resources, will be a highlight in AAIB national meetings in the entire history of the Association. Plan for this one, don't miss it, and please help us arrange for the most contributing type of program through your suggestions, comments, ideas, and through your cooperation, hard work and faithful attendance.

Although my theme has been increased services to members, I don't think AAIB members should expect immediate return on their dues dollar which supports the Association. Instead, we should contribute toward the better achievement of our objectives of improving material and methods of educating visually handicapped children, with the welfare of these children supreme, rather than always looking too closely at

selfish considerations of "what do I get out of my dues dollars personally this year." We are interested in advancing the field, being represented nationally and internationally, and building for long-range good that will favorably affect the lives of visually handicapped children of our nation and the world, and that is why we have life memberships and various categories of contributing memberships, so that mem-

bers can indicate this support of an ideal that our group of professional workers are sharing.

This next biennium, let us work to increase services to members, but let us also retain our major concern for broad goals of service to visually handicapped children through a concern for all ways of improving their education.

REGIONAL MEETINGS REPORT

J. M. WOOLLY, *Coordinator of Workshops*
Superintendent, Arkansas School for the Blind
Little Rock, Arkansas

As Coordinator of Workshops, Regional Meetings and Institutes, it is a pleasure to report to you on the activities of these two years, two of the most active years in AAIB history in this respect. I am sure this report is far from complete since some activities were probably not considered of sufficient significance by the sponsoring group to report to me, and in the interest of brevity some activities which have already been reported will not be mentioned again.

Many of the activities, particularly those of region-wide interest, have been reported in detail to the executive office, and plans, results, etc., are available to any workshop, school or agency which may wish to initiate similar activities.

The most recent AAIB Conference to report is the meeting held in Washington, D. C., June 13, 14, and 15, sponsored jointly by AAIB and the Office of Education of the Department of Health, Education and Welfare. This Conference, dealing with Modern Curriculum Provisions explored the new developments in curriculum planning and how they could be adapted to the teaching of visually handicapped children. Some of the new mathematics concepts were explored, as well as trends in the use of optical aids, mobility and independent travel and programmed instruction. Finally, the Conference was alerted to the many national resources available to the teachers of visually handicapped children.

The Travel Instructors Training Workshop held on the campus of the Maryland

School for the Blind in March and April, made possible by an OVR grant to AAIB, accomplished a great deal in unifying and improving the mobility training for blind children and adults. President Cox, Superintendent Andrews and Miss Baird of the Maryland School were, of course, largely responsible for the success of the workshop. The approximately twenty trainees are no doubt doing a much better job in their respective job situations as a result of their experiences while at the workshop. The grant which made the workshop possible was in the amount of \$16,200.00.

Much good came from a joint AAIB-CEC Regional Meeting on the west coast last fall. This meeting gave AAIB an opportunity to demonstrate to the Council for Exceptional Children its active interest in work for all visually handicapped children. A small side-result worth mentioning is the fact that several new participating members were gained for AAIB. Ross Huckins is to be congratulated on this activity.

The Physical Education Workshop, under the leadership of Bob Young of Texas, is reporting and discussing at this convention the results of the President's "Physical Fitness" program in which many residential schools participated this spring. No doubt improved physical education for all of our children will be the result of this most important work done by the Physical Education Workshop.

On November 3, 4, 1961, the Primary-First Grade Workshop held a regional workshop at the North Carolina School

concerned with the teaching of beginning reading. Miss Lennon gathered together several outstanding resource people, including Dr. Sam Asheroft, for this fine workshop.

A two-day Orientation, Mobility and Travel Workshop was held at Illinois State Normal University on May 18 and 19 with the cooperation of the Illinois State Department of Public Instruction and the Illinois Braille and Sight Saving School. Again Miss Beatrix Baird was the key person in the success of the workshop.

The Mathematics Workshop, under the leadership of Dr. Robert Bruce, held a most successful workshop on the campus of the Maryland School for the Blind on April 27-28, 1962. The theme of the Conference was "Modern Arithmetic" and it attracted delegates from six schools. Again, the Workshop was staffed by outstanding leaders in the field. In addition, newsletters have been produced by the workshop at intervals during the biennium.

The Ohio School for the Blind was host to a Houseparent Workshop June 26-July 1, 1961. The Workshop continued to meet the high standards set by houseparents for such activities and attracted some sixty houseparents from ten states. It continues to be a source of great inspiration to have this workshop move to meet the needs of its members through regional activities strategically located throughout the United States. Also, I would recommend the *Shoe Dwellers News* — the very readable and interesting newsletter produced by the Houseparent Workshop and edited by Mr. Skeet Powers of the Iowa School.

The Maryland School for the Blind held two one-day Mobility, Orientation, and Travel Workshops. One on January 21, 1961 and the second on October 21, 1961. Both of these conferences were directed by Miss Beatrix Baird, Chairman of the Workshop, and were well attended by eastern seaboard teachers. The impact of these

group activities is tremendous. I think a quotation from Miss Baird in her summary of one of the workshops should be shared with all of you: "There has been a tremendous interest shown in this workshop by people who unfortunately are too far away to get here for it. I have promised to share our findings with them. Thus, our efforts can be like a stone thrown in a pool causing ripples that spread in ever larger circles until they reach the far shores, and we can feel that we have truly labored for the good of many."

The first Parent Workshop was held at the Missouri School for the Blind, July 22-25, 1961. Dr. George Heltzell, Superintendent of the Missouri School, and Mrs. Willie T. Bennett, Chairman of the Parent Workshop, gave tremendous leadership to this conference. Some fifty parents from eight states were in attendance. There is no doubt that there is a tremendous potential for growth and activity in this fairly new workshop.

Also at the Missouri School, a highly successful Industrial Arts Workshop was held on April 6-7, 1961. It was held in conjunction with the American Industrial Arts Association Convention.

As I said in the beginning, I am sure there were several meetings, conferences, workshops, etc., which were not reported to me. However, the present report will indicate the scope of activity in which the profession is now engaged. I should not close without mentioning the many very fine newsletters such as those of the Business Education, the Arts and Crafts, Physical Education, Language Arts and other workshops.

This plan of communication, interchange of ideas and professional growth is perhaps the backbone of the American Association of Instructors of the Blind. I am positive it will continue to grow and prosper during the biennium.

REPORT OF MEMBERSHIP COMMITTEE, RESIDENTIAL

WALTER E. EVANS, *Chairman*
Principal, Missouri School for the Blind
St. Louis, Missouri

I am happy to report that our AAIB membership continues to increase each year. Just prior to our registration at this convention, our membership stood at 1,937. I understand that we have had 13 newly enrolled as AAIB members since this convention convened.

This new membership figure is 491 more than that reported at registration time at the 1960 convention in Nashville. It is interesting to note the increase in membership in AAIB during the last 10 years; 1952-53—792, 1953-54—828, 1954-55—1,012, 1955-56—1,183, 1956-57—1,164, 1957-58—1,247, 1958-59—1,286, 1959-60—1,459, 1960-61—1,725, 1961-62—1,950 (at our latest report).

Our membership at present is two and a half times that reported at the 1952 convention, when constitutional changes were made making provision for the vote of individual members. This is nearly 150% increase during this period. We have had a 34 percent increase in membership since registration time at our convention in Nashville in 1960.

The continuous growth of membership in AAIB must be evident each year if we are to represent the interest and best serve all the visually handicapped children of America.

This year a total of 55 residential schools sent in memberships. We have had 20 residential schools that report 100% enrollment of their professional staff and 9 residential schools showing 100% enrollment in houseparent staff. These schools are as follows:

100% Professional Staff

Arizona	Nebraska
Arkansas	New Mexico
Colorado	North Carolina
Florida	North Dakota
Georgia	Ohio
Hawaii	Oklahoma
Iowa	Western
Kansas	Pennsylvania
Maryland	South Carolina
Mississippi	Texas
Missouri	

100% Houseparent Staff

Arkansas	Maryland
Georgia	Missouri
Iowa	Oklahoma
Kansas	Western
Kentucky	Pennsylvania

The residential schools with the greatest number of AAIB members are as follows:

Perkins School for the Blind	103
Maryland School for the Blind	70
North Carolina Schools	69
Overbrook School for the Blind	66
Western Pennsylvania School for Blind Children	49
Iowa Braille and Sight Saving School ..	47
Connecticut Institute for the Blind	46
Georgia Academy for the Blind	45
N. Y. State School (Batavia)	44
Michigan School for the Blind	43
Illinois Braille and Sight Saving School	42
Missouri School for the Blind	41
Washington State School for the Blind	41
Virginia School for Deaf and Blind	37

Through the untiring efforts of Mrs. Jerrine Lucas and her nine regional chairmen, we can report this year that our AAIB membership in our public school programs stands at 426. This represents 139 new members, a fine record.

We are happy to report 12 Life Members in AAIB at the present time. The constitutional change of 1960 made provisions for life members. This number can and should be increased.

We must have an increase in the membership of teachers in the day programs as well as professional staff and houseparents in residential schools. This is possible with determination and effort on our part. Many parents and others interested in the education and the welfare of blind children should not be overlooked either. I believe this increase will come when individuals learn what AAIB is doing to promote better education of visually handicapped children.

Membership in AAIB is open to any person affiliated with or interested in an or-

ganization engaged in the education, guidance, vocational rehabilitation or occupational placement of blind or partially seeing children and youth. AAIB is the **only** professional organization whose interest is devoted solely to the education of blind children. Let your co-workers know about our organization—all it has to offer them and the visually handicapped children with whom they work. Urge your co-workers to become members if they are not already. Every AAIB member can and **should** be a membership worker.

I wish to take this opportunity first to thank Mrs. Jerrine Lucas, Chairman of the Public School Program and her regional chairmen, who have done an outstanding job with this large group of teach-

ers scattered over America. I wish to also thank the appointed members of the Membership Committee and the many dedicated people in the schools and agencies who served as membership chairman within their group. Mr. William T. Heisler, Editor of the *International Journal* and Miss Marjorie Hooper, Managing Editor of the *Journal*, greatly assisted our membership work. Last, but not least, I want to thank Mr. Maurice Olsen, our enthusiastic Executive Secretary, for his great assistance and untiring efforts.

Without the cooperation and assistance of all these people, our membership drive could not have been a success. Many thanks for a job well done.

REPORT OF MEMBERSHIP COMMITTEE, NON-RESIDENTIAL

JERRINE M. LUCAS, *Chairman*

San Leandro, California

As Membership Chairman with the responsibility of contacting members not connected with residential schools, I offer you the following report:

Total memberships outside of residential schools—426. Of this total 282 are teachers in public schools.

The five states with the greatest number of memberships are:

Illinois 53 members
Michigan 46 members
California 40 members
New York 33 members
Pennsylvania 24 members

The success of our campaign this last year has been largely responsible to the nine regional chairmen who have devoted hours of time and effort obtaining names of potential members, contacting them and sending in membership reports to Mr. Olsen's office. Their names are as follows:

Mrs. Glenda Martin, Minneapolis,
Minnesota
Miss Lorraine Murin, Westport,
Connecticut
Mrs. Avona Vining, Forest Grove,
Oregon
Mrs. Velma Pearce, Amarillo, Texas

Mrs. Emma Dorothy Rowe, Miami,
Florida

Miss Louise Gerichs, Hammond, Indiana

Mrs. Eunice P. Campbell, Nashville,
Tennessee

Miss Olive Chase, Brentwood, Missouri

Mr. Robert Morgan, Jim Thorpe,
Pennsylvania

Our goal this year was to make every public school teacher of visually handicapped children in the United States aware of the AAIB and to give every one of them an opportunity to become a member. I feel that we have come very close to our goal. One hundred sixteen of the public-school-teacher members are members for the first time in 1962. That is, 41% of the teacher members are new members.

Our challenge now is to keep them as members in the coming years. Our total count of members outside residential schools increased only 16 from 1961 to 1962. If we added 116 new teacher members, what happened to the hundred that did not renew? Each of them was given at least two reminder notices and yet they did not choose to retain their memberships. The questions are: "Why?" and "How can we prevent this from happening in the future?"

I wish publicly to thank the regional chairmen; Dr. Evans for his interest and support; the many state departments of education who cooperated by sending us names of public school personnel to be

contacted; and above all our Executive Secretary, Mr. Maurice Olsen, who was unstinting with his time, efforts and unflagging enthusiasm.

REPORT OF COMMITTEE ON TEACHER CERTIFICATION

LEO J. FLOOD, *Chairman*

Superintendent, Illinois Braille and Sight Saving School
Jacksonville, Illinois

On behalf of the Teacher Certification Committee of the American Association of Instructors of the Blind, Inc., I am happy to report to you the activities of the Committee since the Forty-fifth Biennial Convention at Donelson, Tennessee, June 26-30, 1960.

A preliminary report was made to the AAIB Board of Directors at the meeting of the Board of Trustees of the American Printing House for the Blind in Louisville, Kentucky, October 30-31, 1961.

By March 1961 the new certification requirements for Classes A, AA, and AAA had been agreed on and the applications were printed and distributed.

When the present certification requirements were adopted by the Board of Directors after much study, it was agreed that, after the Certification Committee had worked with the new requirements, clarification regarding certain points would be in order.

The Committee would like to call attention to the following points:

1. The course on the structure and functions of the eye cannot be included in the ten (10) semester hours needed to qualify for a Class AA Certificate.
2. A research project has to be over and above the number of semester hours required for a Class AAA Certificate.

Since Miss Christina Baugh of the Maryland School for the Blind undertook and completed the painstaking task of developing the braille proficiency test, the Certification Committee accepted the generous offer of Miss Baugh to check the tests.

The Committee has been happy to avail itself of the services of the Research Committee of the American Association of Instructors of the Blind in approving or disapproving research projects in the field of education of the blind required for a Class AAA Certificate. The Teacher Certification Committee feels that, since the revision of the certification requirements has been completed, a new chapter has begun in AAIB certification of teachers. Our Committee has been happy to be of service for the past eleven years. We requested the President-Elect and the Board of Directors of the American Association of Instructors of the Blind last fall at the Louisville meeting to consider naming a new Teacher Certification Committee, beginning this biennium.

We appreciate the splendid co-operation that we have received from the Board of Directors under whom we have served and the fine co-operation of all the superintendents and teachers and of our Executive Secretary.

The following are some statistics concerning the AAIB Certification service:

Total number of certificates from 1940 - 1960	435
Certificates from 1960 - 1962	86

Certificates issued on old form:

Class A Permanent Academic	4 (including one duplicate)
Class B Permanent Academic	4
Class C Permanent Academic	2
Class A Permanent Music	1

Certificates issued on new form:

Class A	44
Class AA	28
Class AAA	3

The following is the list of those certified in the Biennium 1960-62:

ATTEBERRY, Doris Ann North Dakota School for the Blind	C Permanent Academic
BARBATI, Esther Marion Iowa Braille and Sight Saving School	AA
BARNES, Hazel Loretta Washington State School for the Blind	A
BERG, Minnie M. North Dakota School for the Blind	A Permanent Academic
BESSERMAN, Frances Illinois	AA
BOONE, Thelma G. Virginia State School for the Blind	A
BROSE, Marion May Washington State School for the Blind	A Permanent Academic
BROWN, Mary Lou Virginia State School for the Blind	A
BUCHMANN, Marie Missouri School for the Blind	A
BURHOP, Helen Missouri School for the Blind	AA
CARKUFF, Alice F. South Dakota School for the Blind	A
CARPENTER, Elizabeth D. Missouri School for the Blind	AA
CARTER, Billie Mallard Oklahoma School for the Blind	A
CASKEY, Carma N. Indiana School for the Blind	AA
COLEMAN, Lucy W. Arkansas School for the Blind	AA
DEMING, Donna I. 1902 S. 10th St., Charleston, Illinois	A
DUNBAR, Ann Mary Iowa Braille and Sight Saving School	A
ERVIN, Patricia Rose Iowa Braille and Sight Saving School	A
EVANS, Walter E. Missouri School for the Blind	A

FAULCONER, Nell Oklahoma School for the Blind	A
GAREY, Gay M. 5722 Bryant Avenue, So., Minneapolis, Minnesota	AA
GEISELHART, Lorene Iowa Braille and Sight Saving School	B Permanent Academic
GILLES, Gretchen Missouri School for the Blind	AA
GRUPP, James William Iowa Braille and Sight Saving School	A
HANNAH, Betty Rupard Arizona State School for the Deaf and Blind	AA
HARRISON, Letha Mae Oklahoma School for the Blind	A
HARTMAN, Fern Iowa Braille and Sight Saving School	A
HARVEY, Margaret Neumann Missouri School for the Blind	AA
HARVEY, Montague Missouri School for the Blind	A
HELTZELL, George D. Missouri School for the Blind	A
HENDERSON, Freda May Tennessee School for the Blind	AAA
HILDRETH, Gladys J. Louisiana State School for the Blind	A
HINSON, Delmas Ramsey Oklahoma School for the Blind	A
HITE, Mabel Iowa Braille and Sight Saving School	B Permanent Academic
HODGES, Harold Missouri School for the Blind	A
HOELTGEN, Alice 4333 Benton Blvd., Kansas City, Missouri	AA
HOLBROOK, Marie Dore Utah Schools for the Deaf and the Blind	AA
HOLMES, Oliver Wendell Arkansas School for the Blind	AA
HOWARD, Margaret G. North Dakota School for the Blind	B Permanent Academic
HUGHES, Hazel C. Georgia Academy for the Blind	A
JONES, Cornelia R. Virginia State School for the Blind	A
JONES, Vivian A. 918 Rear West Broad, Columbus, Ohio	AA
KIRBY, Margaret W. 934 Sanford, Richland, Washington	A
KONRAD, Dorothy Florida School for the Deaf and Blind	A
KURZHALS, Ina W. Utah Schools for the Deaf and the Blind	AAA
LAIRD, Rose Arizona State School for the Deaf and Blind	A

LANE, Paula M. 836 Central Avenue, Hollister, California	AA
LOGAN, Margaret Missouri School for the Blind	A
LUNENSCHLOSS, Mary Joan Arizona State School for the Deaf and Blind	A
McQUIE, Robert Andrew Missouri School for the Blind	A
MAYCHER, Brookie Fink Oklahoma School for the Blind	A
MILLER, Lorraine M. 912 N. 16th St., Nebraska City, Nebraska	A
MINOR, Harriet C. Indiana School for the Blind	A
MITCHELL, Ruth Hall Tennessee School for the Blind	AA
MOEHLIS, Judith Anne Iowa Braille and Sight Saving School	A
MOSKE, Francis Jacob Oklahoma School for the Blind	A
NELSON, Pauline Brown Idaho School for the Deaf and the Blind	A
NESBIT, Phyllis Ruth Iowa Braille and Sight Saving School	A Permanent Music
NEWSOM, Inez S. Arkansas School for the Blind	AA
O'HAYER, Eleanor L. 1010 E. Jackson, Pasadena, Texas	AA
OSGOOD, Barbara D. 804 S.E. 39th St., Portland, Oregon	AAA
OWENS, Bula Mae Easley Oklahoma School for the Blind	A
PETERSON, Merlin Johnson Utah Schools for the Deaf and the Blind	AA
PETRUCCHI, Dorothy Iowa Braille and Sight Saving School	A
PIKE, Crawford B. Alabama Institute for Deaf and Blind	AA
PIKE, Mary D. Alabama Institute for Deaf and Blind	A
PORTER, Annie R. Maryland School for the Blind	C Permanent Academic
QUEENSEN, Alice Missouri School for the Blind	A
RAYMOND, Julia Clara Missouri School for the Blind	A
RECTOR, Frances E. Iowa Braille and Sight Saving School	B Permanent Academic
RICE, Lauretta Iowa Braille and Sight Saving School	A Permanent Academic
SCHNEIDER, Martha C. Kentucky School for the Blind	(DUPLICATE) A Permanent Academic
SPENCE, Peggy Ann Arizona State School for the Deaf and Blind	A

SPIVEY, Sara A. Georgia Academy for the Blind	AA
STARKOVICH, Paul Peter Washington State School for the Blind	AA
STILES, Harriett L. Tennessee School for the Blind	AA
SULSKY, Delphine D. Hillsdale Community School, Hillsdale, Michigan	AA
SWANSON, Marjory Eileen John Hay School, Seattle, Washington	A
SYKES, Raymond Arkansas School for the Blind	A and AA
SYKES, Rosetta Arkansas School for the Blind	A and AA
TSCHOPP, Beatrice Norton Forest Park School, Orlando, Florida	AA
WALK, Ernest Edwin Iowa Braille and Sight Saving School	A
WALKER, Georgia Louise Indiana School for the Blind	AA
WHITEMAN, Judith Ann Indiana School for the Blind	A

REPORT OF THE AAIB PUBLICATIONS COMMITTEE

DR. BERTHOLD LOWENFELD, *Chairman*
Superintendent, California School for the Blind
Berkeley, California

The Publications Committee of the American Association of Instructors of the Blind was organized in October 1960 as a new committee when the following members agreed to serve on it:

Miss Georgie Lee Abel
Professor of Education
San Francisco State College

Miss Edith Cohoe
Supervisor, Classes for Blind and Partially Seeing
Detroit Public Schools

Dr. Berthold Lowenfeld, Chairman
Superintendent
California School for the Blind

Mr. D. W. Olson, Jr.
Superintendent
Kansas School for the Blind

Mr. Edward W. Tillinghast
Superintendent
Arizona State School for the Deaf and the Blind

Mr. John M. Wallace
President

Florida School for the Deaf and the Blind

Miss Lois V. Cox, President of the AAIB, and Mr. Maurice Olsen, Executive Secretary, AAIB, were always kept informed about the progress of the work of the Committee and they provided valuable suggestions and assistance.

It was decided that the Publications Committee would concentrate upon the collection of a Parent Information Packet and on the composition of a Teacher Recruitment Folder. Both projects have been essentially completed.

The Parent Information Packet is now available as the first effort of this kind by the AAIB and, indeed, on the American scene of education of blind children. The following items are included in an attractive cover:

General Information

Blindness—Some Facts and Figures—by
The American Foundation for the
Blind

- Blindness—Ability, Not Disability—by
Public Affairs Pamphlets
- Is Your Child Blind?—by The American
Foundation for the Blind
- The Pre-school Child Who is Blind—by
the Children's Bureau, U. S. Depart-
ment of Health, Education & Welfare
- Functions of Public Day Schools and
Residential Schools
- The Role of the Public Schools in the
Education of Blind with Sighted Chil-
dren—by Clarice E. Manshardt
- If He is Blind—by Berthold Lowenfeld
- Role of Parents
- A Child—Though Blind—by Esther L.
Middlewood
- Emotional Growth—by Berthold Lowen-
feld
- Recreation
- Recreation and Leisure Time activities
of Blind Children—by Charles E.
Buell
- Professional and Vocational Future
- Opportunities for Blind Persons and the
Visually Impaired Through Vocational
Rehabilitation—by Office of Vocational
Rehabilitation, U. S. Department of
Health, Education & Welfare
- Annotated List of Reading and Resources
for Parents

One thousand copies have been printed of this material and it is hoped that schools for the blind will distribute the Packet to parents of their children as well as to their staff, particularly the houseparents. There are many other purposes for which this folder should prove useful. It is suggested that appropriate newly published material be used to supplement the folder and that outdated material included be replaced as time goes on.

The text for the Teacher Recruitment Folder has been submitted to the Executive Secretary who reported on May 18th that this project will be turned over to the printer immediately and it may be available by Convention time. Only the minor point of trying to secure better photographs for the recruitment folder has held up completion of this project.

I want to express my appreciation to the members of the Publications Committee for their valuable assistance and to Mr. Olsen for his untiring efforts which brought these two projects to fruition within a comparatively short period of time. Also, I want to express my thanks to our President, Miss Cox, for her participation in the activities of the Publications Committee.

REPORT OF THE SCHOLARSHIP COMMITTEE

WALTER A. HACK, *Chairman*

Superintendent of the South Dakota School for the Blind
Aberdeen, South Dakota

In 1959 the American Association of Instructors of the Blind became aware of the shortage of teachers in the field of the education of blind children to the extent that the organization decided to do something about it.

A scholarship fund was established largely because of a \$10,000.00 donation from the Avalon Foundation of New York City. The main purpose of these scholarships was to attract teachers who are in the public schools to enter into our specific field. Therefore these awards were to be open only to those teachers who had never before taught blind children.

The first \$10,000 was expended by the end of 1961. In April of 1962 the Avalon

Foundation contributed an additional \$10,000 with the understanding that this was to be a terminal gift to the AAIB Scholarship fund.

To date \$19,475.00 has been awarded to 30 recipients. However, \$5,350.00 has been returned due to a change in plans or other reasons. Some interest has also accrued so that there is a balance of approximately \$5,000.00 that could still be awarded to the some 50 current applicants.

The grants have ranged from \$250.00 to \$1,500.00 depending on the financial needs and the extent of the courses that are to be taken.

Since the Avalon Foundation has specifically indicated that additional gifts

would not be forthcoming for scholarship purposes, it is necessary for the AAIB to search for future donors if it wishes to continue with the scholarship program.

The committee wishes to express its appreciation to the Executive Secretary, Maurice Olsen, for the assistance he has given during the past biennium.

PUBLIC RELATIONS COMMITTEE REPORT

FRANCIS M. ANDREWS, *Chairman*
Superintendent, Maryland School for the Blind
Baltimore, Maryland

Your Public Relations Committee held several meetings to determine what could be done in getting our organization more widely known in the field of special education. We decided first on a short brochure which would tell aims, ambitions and needs, and also to have it attractively illustrated. Day classes for the blind, integrated programs for the blind and residential schools were asked to send photographs which might be used. The response was good. Pictures were chosen and the brochure was born. We hope you have all seen one and that you like it.

We also worked on the idea of having a display kit, not one but many, with the

hope that each state could have one which would travel from place to place and be shown at all types of meetings at which there might be interest in our work. The Virginia School for the Deaf and the Blind made one which has been sent to the Executive Secretary for his approval. All one has to do now is get the specific plans of this display unit and build their own.

The Committee wishes to thank all those who cooperated on this project. All pictures which were sent for approval and not used are now in the hands of the Executive Secretary as he is in dire need of photographs. Let's keep him supplied.

REPORT OF LEGISLATIVE COMMITTEE

DR. EDWARD J. WATERHOUSE, *Chairman*
Director, Perkins School for the Blind
Watertown, Massachusetts

The past two years have shown a marked increase in activity by the Legislative Committee. During 1961 the chief interest of our committee was the new Printing House Bill, which has already been described to you in the Biennial Report of the American Printing House and has resulted in increases in staff of the Printing House. The new members have already been introduced to you.

Last November 1 and 2, the AAIB through its Legislative Committee held a Conference on Distribution of Textbooks and Educational Aids for Blind Children at the Dodge House in Washington, D. C. This Conference was directed towards new legislation. A report on this Conference

may be obtained by addressing the Chairman at Perkins School for the Blind.

This Conference was notable for two reasons. First of all, it brought together representatives of many agencies associated with the education of the blind, and it also saw a change in policy by the AAIB inasmuch as we endorsed omnibus-type legislation which had been drafted by the Council for Exceptional Children and which is now before Congress.

This legislation which currently bears the number HR 12070 has been introduced by Congressman Giaimo of the Subcommittee on Education of the Committee on Education and Labor. While this legislation is not as desirable as originally in-

troduced by the Council for Exceptional Children, it has many desirable features including support for the training of teachers of the handicapped and for research demonstrations. In view of this I would like to move the following RESOLUTION:

RESOLVED that the AAIB at its Convention here in Miami support HR 12070, a bill dealing with special education and which was introduced into the House of Representatives by Congressman Robert W. Giaimo, and request the Executive Secretary to notify the appropriate members of Congress of this endorsement.

Two other minor pieces of legislation have been supported officially by the AAIB through its Legislative Committee. One of these calls for the establishment of a music library for the blind in the Library of Congress, and a second permits lower rank employees who are blind to be approved by the United States Civil Service, even though they may need the assistance of readers or guides who would not be paid by the government office involved. This probably will improve the chances of employment of blind persons in United States Government offices who are not entitled to the services of a private secretary.

REPORT OF THE RESOLUTIONS COMMITTEE

FRANK JOHNS, JR., *Chairman*

Superintendent of the Oak Hill School for the Blind

Hartford, Connecticut

The Committee offers the following resolutions for the consideration of the 46th biennial convention:

Resolved—That a letter of appreciation be sent to Congressman D. R. "Billy" Matthews from the 8th district of Florida for his witty and challenging address which added so much to the enjoyment of the guests at the President's Dinner during the biennial convention.

Resolved—That a letter of appreciation be sent to Dr. Leo F. Cain for his inspiring Keynote Address which so well set the tone for the sessions of the 46th biennial convention.

Resolved—That we duly record our grateful cognizance of the gifts donated to the President's Dinner by individuals, organizations and business firms, and that letters of thanks be sent.

Resolved—That a letter of appreciation be directed to the Executive officers of the Deauville Hotel for their gracious hospitality and deep concern for the comfort and well being of the AAIB members and guests during the 46th biennial convention held at Miami Beach, Florida, June 28th to July 2nd, 1962.

Resolved—That Article V of the Articles of Incorporation of this corporation be amended so that as amended and on the whole said Article V shall be as follows:

Members of this corporation shall, initially, consist of Class A members and Class B members. Class A members shall be those individuals, elected by the Directors, who are affiliated with or interested in any organization engaged in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing, and Class B members shall be such corporations, associations or other organizations, elected by the Directors, which are engaged or interested in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing. Initially, the annual dues for each Class A member shall be \$4.00 and the annual dues for each Class B member shall be the amount prescribed as dues for such member at the time it is elected to membership. The Board of Directors shall have power from time to time to change the classes of members, to create additional classes of members, and to prescribe and change from time to time the dues payable by members of any such class; but any such action by the Directors may be later modified, changed or set aside by the members at any biennial meeting. At every meeting of the corporation, each individual member shall be entitled to one vote and the representative of each corporation, association or other organization, elected to membership, shall be entitled to one vote. Regular meetings of the membership shall be held in each even numbered

year at such time and place as may be designated in a notice which the Board of Directors shall cause to be mailed to each member at least thirty days prior to such meeting. Special meetings of the membership may be called by the Board of Directors upon like notice being sent to the members. At each biennial meeting of the members, the members shall determine the number of persons to constitute the full Board of Directors for the ensuing two years and shall elect the persons to serve as officers and directors for such two year period.

Further Resolved—That the President and a majority of the Board of Directors of this corporation are hereby authorized and directed to take such steps as are necessary to effect the foregoing amendment to the Articles of Incorporation of this corporation.

Resolved—That this convention express its endorsement of Bill HR 12070, a bill dealing with special education, and that the Executive Secretary be instructed to wire this endorsement to the appropriate members of Congress.

REPORT OF THE NOMINATING COMMITTEE

JULIA L. HAYES, *Chairman*
Principal, Oak Hill School for the Blind
Hartford, Connecticut

The Nominating Committee wishes to submit the following slate of candidates for office to the American Association of Instructors of the Blind for the 1962-64 Biennium.

OFFICERS

President—Mr. J. M. Woolly, Superintendent, Arkansas School for the Blind

First Vice President—Mr. Lee A. Iverson, Superintendent, Iowa Braille and Sight Saving School

Second Vice President—Mr. Stewart Armstrong, Superintendent, Ontario School for the Blind

Secretary-Treasurer—Mr. Joseph J. Kerr, Assistant Principal, Overbrook School for the Blind

Immediate Past President, Ex-Officio, Miss Lois V. Cox, Principal, Maryland School for the Blind

BOARD OF DIRECTORS

Mr. Carl J. Davis, Head of Department of Psychology and Guidance, Perkins School for the Blind

Miss Evelyn E. Eisnaugle, Educational Specialist, Director of Special Education, State Department of Education, Columbus, Ohio

Mr. William English, Principal, Virginia School for the Blind

Mr. John W. Jones, Specialist, Education of Visually Handicapped Children, Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Mr. Arthur Lown, Teacher, Atlanta, Georgia Public Schools

AMENDMENTS

To The Constitution and By-Laws of the AAIB

The following amendments were adopted by the convention:

Article III of the Constitution was amended to read as follows:

"Membership in this Association shall consist of any persons, schools or groups, affiliated with or interested in an or-

ganization engaged in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing."

Article VII of the Constitution, which had to do with the Adoption of the Constitution in 1952, was eliminated.

Section 1 of the By-laws was amended to read as follows:

"1. Eligible voting members from at least fifteen states or provinces, totalling at least one-tenth of all eligible voting members of the Association, shall constitute a quorum during a regular meeting."

Section b of the Sixth By-Law was amended to read as follows:

"6.b. Student memberships—Open only to students who are currently matriculated in a college or university. Annual dues shall be \$3.00 per year through 1964, thereafter \$5.00 per year."

A Section k was added to the Sixth By-Law concerning types of memberships.

Section k reads as follows:

"6.k. Honorary life memberships—Membership fee shall be \$100.00. Open for retired members only."

The Eleventh By-Law was amended by the addition of the word "Revised" to "Robert's Rules of Order," so that the Eleventh By-Law reads as follows:

"11. In all cases not herein provided, parliamentary procedure shall be in accordance with Robert's Rules of Order Revised."

FINANCIAL REPORT AND 1962 BUDGET

MAURICE OLSEN, *Executive Secretary*

St. Louis, Missouri

An audit of Association finances was taken by Rabenau and Slais, Certified Public Accountants, as of December 31, 1960

and by Ralph W. Simon, Certified Public Accountant, as of December 31, 1961. The following is a summary of the 1960 audit:

ASSETS

Cash In Bank	\$ 8,189.90
Investments	32,803.89
Prepaid Expenses	14.00
Total Assets	\$41,007.89

FUND BALANCES AND LIABILITIES

General Fund	\$18,485.39
Special Purpose Funds	7,003.82
Restricted Funds	15,501.70
Payroll Taxes Payable	36.98
Total Funds and Liabilities	\$41,007.89

Receipts for the year 1960 were as follows:

Membership Dues	\$16,682.00
Specific Grants	1,750.00
AFB Operating Grant	12,500.00
Other Income	2,198.29
For total Receipts of	\$33,833.50

Disbursements for the year were as follows:

Expenses	\$28,808.50
broken down as follows:	
Salaries, Taxes and Employee Benefits	\$14,538.64
Travel	4,397.54
Office Expense	4,841.24
Professional Activity of Journal, Convention, Projects, etc.	4,136.45
Organization, mainly Committee and Workshop expenses	894.63
Total Expenses	\$28,808.50

Excess Disbursement over Receipts	\$ 703.21
General Fund Balance, December 31, 1959	\$27,422.96
Transfer to Special Purpose and Restricted Funds	8,254.36
giving a balance of	\$19,168.60
less the above Excess Disbursements over Receipts	703.21
so the General Fund Balance as of December 31, 1960 was	\$18,465.39

The December 31, 1961 audit included the following information starting with the General Fund Balance as of December 31, 1960, from the last audit, of \$18,465.39. Receipts were as follows:

Membership Dues	\$17,494.15
AFB Operating Grant	12,500.00
Other Income	1,365.96
Total Receipts	\$31,360.11

Disbursements Included —

Expenses of \$30,401.08, which were distributed as follows:

Salaries, taxes and employee benefits	\$17,173.15
Travel	4,245.06
Office Expense	3,760.14
Professional Activities of Journal and Projects	4,562.62
Organization expense of Committees and Officers	659.11
Total Expenses	\$30,401.08

This resulted in Excess Receipts over Expenses of \$959.03, which, when added to the beginning General Fund of \$18,465.39, resulted in a total of \$19,424.42, from which \$7,031.68 was allocated to other funds leaving a General Fund Balance of \$12,392.74 as of December 31, 1961. Disbursements from other funds than the General Fund totaled \$6,631.66, giving an overall excess of Disbursements over Receipts for all Funds of \$5,672.63.

All Fund Balances at the beginning of the year totaled \$40,970.91 less the \$5,672.63 excess Disbursement over Receipts for a total of all Fund Balances at the end of the year of \$35,298.28.

This represented	\$12,392.74 in the General Fund
	\$ 4,145.00 in Special Purpose Funds
and	\$18,760.54 in Restricted Funds.

This \$35,298.28 plus \$72.30 payroll taxes due governmental agencies results in \$35,370.58, which also represents Association assets as of December 31, 1961, of \$35,370.58, \$413.20 being in cash and \$34,957.38 in investments.

The budget for 1962 is as follows:

ANTICIPATED RECEIPTS

Membership Dues	\$17,375.00
AFB Operating Grant	12,500.00
Other Income	1,600.00
Total Anticipated Receipts	\$31,475.00

ANTICIPATED EXPENSES

Salaries, Taxes and Employees Benefits	\$18,425.00
Travel	4,500.00
Office Expenses	3,975.00
Professional Activities such as Journal, Convention, ICEBY, Braille Authority, Special Projects, etc.	\$10,500.00
Organization Expenses of Workshops, Committees, Regional Meetings, etc.	3,700.00
Total Anticipated Expenses	\$41,100.00

General Fund Balance, January 1, 1962, was —	\$12,392.74
less the excess of Anticipated Expenses over Anticipated Income of—	9,625.00
giving a General Fund Balance expected at the end of the year, December 31, 1962, of	\$ 2,767.74

REPORT OF AAIB POLICY COMMITTEE

ROSS L. HUCKINS, *Chairman*

Teacher, California School for the Blind

Berkeley, California

The President appointed a Policy Committee in October 1960, to revise and condense the previously adopted Policy Statement of the AAIB. The Committee did this, consulting with many educators. The final draft of the proposed Policy was mailed to all AAIB members three months prior to this convention for study and constructive criticism. The proposed policy Statement was voted on and passed, thus being adopted officially as our Policy Statement. The complete Statement of the newly adopted AAIB Policy Statement is as follows:

POLICY STATEMENT

PREFACE

The Constitution of the American Association of Instructors of the Blind states the object of the Association in Article II as follows:

"The object of the Association shall be to improve material and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society."

In its efforts to keep abreast with this objective in an ever-changing society, the Association has formulated for its own guidance, and for the guidance of others who may seek its help, the following statement of policy.

PHILOSOPHY

The purpose of the American Association of Instructors of the Blind shall be to advance the education of all visually handicapped children and youth. The aims of this area of specialization shall encompass the basic aims of education of all children and youth as set forth by the Educational Policies Commission:

- The Objectives of Self-Realization
- The Objectives of Human Relations
- The Objectives of Economic Efficiency
- The Objectives of Civic Responsibility
- The Objectives of Desire for Independence

The dignity and worth of each individual shall be considered as educators strive to evaluate the needs of visually handicapped youth for whom they plan educationally. Consideration of the basic needs of all children is of utmost importance in planning the curriculum for the visually handicapped. A climate for learning shall be established in each school program enabling each student to develop a capacity for, and the habit of, independent thought. In this atmosphere the teacher may assume his role by recognizing, appreciating, motivating, and releasing the creativity of each student. As a fully certified and carefully selected teacher, he will be prepared to accept a child at that child's particular stage of growth and development. As the youth grows into his place in society, he will have learned through helpful guidance and experiences in the home, the school, and the community, to function as a citizen actively accepting his share of responsibilities.

THE FUNCTION OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

The American Association of Instructors of the Blind, founded in 1853, has attained an international interest and membership. It has assumed a continuing responsibility for the improvement of the education of visually handicapped children and youth. For these reasons there is a heavy obligation upon its membership to be vigorous and imaginative in the fulfillment of its objectives.

The Association must seek to create and improve the means by which its services can be known and provided to all who need them, and in so doing, it must respect the existence and purposes of other organizations which serve a variety of interests of those who are visually handicapped. The function of this national organization is to attain the objectives as stated in the Constitution and By-laws.

SCOPE OF ACTIVITY

It shall be the responsibility of the Association to strive for the following:

Cooperation

To cooperate with international, national, state, and local organizations whose work in any way seeks to improve the quality and expand the scope of educational opportunity for visually handicapped children and youth.

Communicative Media

To conduct conventions and regional meetings which will aid educators in guiding visually handicapped children and youth in the pursuit of knowledge and skills so that each may be a happy, useful citizen.

To utilize periodicals and other communicative media to present problems, to evaluate solutions, to disseminate professional information, and to stimulate effort toward high standards of achievement.

Interpretation

To promote programs for public under-

standing of visually handicapped individuals.

Professional Leadership

To stimulate constructive and courageous leadership in the interest of education of the young who are visually handicapped by such means as the establishment of educational standards and certification processes.

Unity

To build solidarity within the profession and to promote a feeling of fellowship and common aim among its members.

Research

To stimulate and participate in educational research.

THE ETHICS OF A NATIONAL ORGANIZATION

The American Association of Instructors of the Blind pledges itself to a policy of adherence to the highest ethical standards both in the operation of its own organization and in dealing with other associations, agencies, and groups.

NECROLOGY REPORT

EDWARD W. REAY, *Superintendent*
Idaho State School for the Deaf and the Blind
Gooding, Idaho

It is my sad duty to make this report.
Please rise.

Life itself is a great Olympic, a race from beginning to end. To do this well demands patience and perseverance. Only in this way can the victor's wreath be won.

We trust that those whom we honor here, those who dedicated themselves so devotedly to the greatest work, education, shall not have run in vain. We trust that they may join the hosts of witnesses in that great beyond. Many of these have left us unprecedented examples that challenge the will to achieve. "Wherefore seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and run with patience the race that is set before us . . ."

These are they who have patiently run the race, ". . . and finished the course . . ."

California School for the Blind
Dr. R. S. French, former Superintendent
Dr. Newell Perry, former Director of Advanced Studies.

Georgia Academy for the Blind
F. G. Nelms, Superintendent
Barna C. Jones, Vocational Teacher

Diamond Head School, Hawaii
Chetwynd H. McAlister, Superintendent

Idaho State School for the Deaf and the Blind
Elmer D. Talbert, Woodworking Teacher

Illinois Braille and Sight Saving School
Ella N. Bruce, Supervising Teacher
Dr. George Drennan, Physician
Victor E. Egger, former Business Manager
John N. Vaughn, former Cottage Parent
June Wankel, former Cottage Parent
Phebe Martin, former Cottage Parent
Roy N. Defrates, former Institution Worker
John C. Parish, former Institution Worker
Lawrence Ruh, Institution Worker
Peter Carroll, former Laundry Foreman

Indiana School for the Blind
Frank Williams, former Broom Making Teacher and Home-Supervisor

Iowa Braille and Sight Saving School
Rev. Frank Andrews, former Librarian and Teacher
Carl Fredericks, former Farm Manager
Grace Kilberger, former Kindergarten Teacher
Dr. L. W. Koontz, Physician
Mary Lu Reeder, former Music Teacher
Mrs. F. E. Palmer, wife of former Superintendent

Kansas School for the Blind
Hubert Brighton, Secretary of the State Board of Regents

Louisiana State School for the Blind
Addie U. Storey, former Housemother and Head Matron
Mrs. T. C. Warren, former Housemother
Mrs. Diedrich Ramke, Wife of Dr. Diedrich Ramke, High School Teacher

Maryland School for the Blind
James C. Renfrow, Mathematics Teacher
May Schaffer, Housemother

Minnesota Braille & Sight Saving School
Miss Florence Bieter, Piano Teacher

New Mexico School for the Visually Handicapped
Neal F. Quimby, Superintendent

Oklahoma School for the Blind
Fannie Conarty, former Housemother

Perkins School for the Blind
Lenore W. Fenton, Home Economics Teacher

Royer-Greaves School for the Blind
Mae I. Toner, Teacher and Recreation Supervisor

Tennessee School for the Blind
Sarah Dixon Garland, former Teacher
Laura Troupe, former Housemother

Texas School for the Blind
Travis A. Edwards, Vocational Teacher

Utah Schools for the Deaf and the Blind
Dr. G. Oscar Russell, former Superintendent
Arlene Hansen, Teacher

Washington State School for the Blind
Harold B. Epperson, former Plant Manager, father of Virgil W. Epperson, present Superintendent of the Washington State School for the Deaf

Ontario School for the Blind, Canada
Dr. Norman W. Bragg, Oculist
Dr. F. J. Wentworth, Dentist

"Good-night! Good-night! as we so oft
have said,
Beneath this roof at midnight, in the
days
That are no more, and shall no more

return.
Thou hast but taken up thy lamp and
gone to bed;
I stay a little longer, as one stays
To cover up the embers that still burn."

Please remain standing for a moment
of silence.

PURPOSE AND ORGANIZATION OF WORKSHOPS

JACK R. HARTONG, *Workshop Coordinator*

Special Education Coordinator, Illinois State Department of Mental Health
Springfield, Illinois

As way of preparation of this introduction to workshop sessions, I have reviewed the AAIB proceedings to acquaint myself with what the previous coordinators of the workshops have reported to past conventions. For you who have attended these previous meetings, this will be old hat and something you know about better than I.

Ten years ago, at the 41st convention of the AAIB held at the Kentucky School for the Blind, Louisville, Kentucky, a change was made in the type of convention which this association planned. In order to get greater participation from all attending these conventions and in order to get teachers, cottage parents and administrators of the various schools who have a common interest and common problems together for purposes of discussion, a workshop type of convention was arranged. Now in 1962, ten years later, we are embarking upon our 6th convention of this type. We have learned something from past experiences and realize that some problems exist in planning and conducting a workshop type of convention. The biggest headache one faces in planning this type of convention is the problem of securing good leadership from responsible people who will carry out the advanced planning for the some 25 workshops which the members of this group will be attending.

At this time, I want to give a word of praise to all the chairmen and co-chairmen who have made preparations and who have well organized agendas for their respective groups. Since assuming the role of coordinator in January, 1962, some 18 months late, I have been pleasantly surprised with the enthusiasm and advanced planning that

most of the chairmen and co-chairmen have been doing. For you who will be participating in these workshops, you should have a very interesting, exciting and rewarding experience. Now for you who are not so fortunate, and there will be some because in some areas the elected officers of the groups have not been very active and for some reason beyond their control could not attend this convention and last minute substitutes had to be made, I say make sure this year that when electing officers for the coming biennium you select people who are interested and willing to assume the responsibility which is required to insure a good workshop for the next convention.

I want to say a word on behalf of the other elected officers of these workshops—the recorders. They are the unsung heroes of this type of convention. It is no small task to keep the minutes and records for these workshop sessions, and the preparation of the final report can be quite time consuming. I want to impress upon you the importance of this job. From you, we get the final report to be printed in the proceedings of this convention. This is an organization of professionals and experienced workers trained to provide services for visually handicapped children. Let us hope that your written reports will do credit to the membership of this organization.

In a workshop type of convention there are no spectators who sit on the sidelines and observe—everyone is a participant. Assembled here today is the largest group of experts to be found who work with visually handicapped children. Each of you

in some way is an expert and have much to offer. We urge you to participate in these workshop sessions, but please don't be a floater going from group to group. Pick a group of your special interest and stay with that group throughout this convention.

The officers of the AAIB look upon this convention as the climax for each workshop for at least 2 years and a preplanning period for the coming 2 years. They hope that some planning by each group will take place for the interim period of two years before the next convention. Many of the present workshop chairmen have done an excellent job over these past 2 years — some have published newsletters which they have circulated to their membership and some have conducted regional meetings during this interim period. We hope that this aspect of our workshops will continue to develop and that each biennial convention will serve as a fitting climax to two full years of special educational activities for each group.

This year for the first time, an orientation meeting will be held with newly

elected officers of the separate workshops. This means that sometime prior to this orientation meeting which will be held Sunday night at 9:00 p.m., each workshop group should have elected their leaders for the next two years. At this orientation meeting on Sunday, the newly elected officers will have the opportunity to meet with Mr. Olsen the Executive Secretary of the AAIB, and the other top officers of this association. At this time, some ground work will be prepared for the next 2 years and the workshop officers will become acquainted with the help and assistance that the Executive Secretary and the other officers of this Association can provide for them in carrying out their duties for the coming biennium.

In conclusion, let me say that we hope that at the close of this convention we can say that this was the best convention and the most profitable for all that the AAIB has ever sponsored. You are the people that can make this so. Let us hope that your experience here will make it possible for you to improve the services that each of you provide for children in whatever capacity you may be serving.

BUSINESS EDUCATION WORKSHOP

MISS NELLE JOHNSON, *Chairman*

MISS PEGGY MILLER, *Co-Chairman*

MRS. MARTHA GORDON, *Recorder*

A list of twenty topics prepared by the chairman was mailed to all business education teachers prior to the convention. From this list the subjects of greatest interest were selected and used as the basis of discussion at the session of the workshop. Upon exchanging ideas on these subjects our conclusions and recommendations are as follows:

1. Because it is obvious that typing becomes monotonous due to the necessary drilling and repetitive work, it is important to bring into the classes as much variety in drills and creative work as possible, such as typing to records, composing at the typewriter, preparing cards for different anniversaries and holidays, notebooks, mystery games (making pictures at the typewriter), typing of class assignments for other subjects, writing

letters or cards for pupils in elementary grades, and preparing booklets on flags of nations, cities, ten most important people or events of the year, etc.

2. Emphasis should be placed on manuscript typing and outlining, especially for the high school students since many of them go to college and this is so necessary in college work.
3. The value of getting students accustomed to speed tests early was emphasized. Asking students to complete exercises within a time limit and giving one- and two-minute timings frequently, help to overcome nervousness during tests. It was agreed that speed test scores for students who type a test from braille copy should be multiplied $2\frac{1}{2}$ times.

4. Transcription machine courses should be offered to the students whose typing rate averages 35 to 40 wpm and whose English and spelling are average or better. Odell's minimum efficiency test for Dictaphone was recommended. An effort should be made to bring our students to a level where they can produce 3 or 4 letters in 30 minutes or 150 lines per hour. Two correctable errors per letter is considered acceptable. Correction tape may be used occasionally, but it was not considered wise to use it continuously.
5. More time and effort should be placed on practical experiences and will better prepare our students for business positions. Having students type something that has meaning wherever possible, such as typing letters or cards which actually go through the mail, provides motivation. Helping with clerical jobs in the school office, operating switchboard and mimeograph, preparing research papers and the like give valuable experience to students in business education courses.
6. Make an urgent request of the American Printing House for the Blind for the braille of the 7th and 8th edition of the 20th Century Typewriting Textbook, South-Western Publishing Company, as soon as possible.
7. Plan to enter our typing students in as many national contests as possible to provide motivation, stimulation, and morale building. Those contests suggested were the Facit Accuracy Contest In Typing and the NOMA Spelling Contest.

Our workshop was honored by having one of its members selected as 1962 Facit Teacher of the Year from among more than 8,000 teachers. Mrs. Isabelle Stuart, Oak Hill School, Hartford, Connecticut, was awarded a beautiful plaque by Facit, Inc., New York City. The award was presented to her at the Seventh General Session of the Convention by Mr. Curtis Gimpel, District Manager of Facit, Inc., Tampa, Florida. Mrs. Stuart was so honored because one of her students placed first (65.4 wpm—no errors) and two others placed third and fourth (61/0 and 52/0 in the National Facit Accuracy Typing Regional Contest. This was one of 25 regional contests held in 25 cities throughout the country representing the top 500 of 325,662 secondary school students from public and private schools who entered the third national contest conducted by FACIT, Inc., national

distributors of Swedish-made Facit typewriters, calculators and Odhner adding machines. Schools for the blind had eight students who qualified for regional contests—Connecticut 3, Maryland 1, Missouri 1, Oklahoma 2, and Tennessee 1. The student from Maryland placed fifth in his region and the one from Tennessee placed ninth. The same test has been used for three years, but our students did not learn about the contest and the fact that they were eligible until less than one month before the closing date. Business Education teachers are very proud of this achievement.

Officers Serving 1962 Convention

Chairman—Miss Nelle Johnson, 3815 Magnolia Avenue, St. Louis 10, Mo.

Co-Chairman—Miss Peggy Miller, Perkins School for the Blind, Watertown 72, Mass.

Recorder—Mrs. Martha Gordon, Tennessee School for the Blind, Donnelson, Tenn.

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Peggy Miller, Perkins School for the Blind, Watertown 72, Mass.

Co-Chairman—Miss Helmi Salo, Perkins School for the Blind, Watertown 72, Mass.

Recorder—Mrs. Martha Gordon, Tennessee School for the Blind, Donnelson, Tenn.

Registration

Miss Nelle Johnson, 3815 Magnolia Ave., St. Louis 10, Mo., Missouri School for the Blind

Miss Peggy Miller, 24 Sylvia St., Lynn, Mass., Perkins School for the Blind

Mrs. Martha Gordon, Donnelson, Tenn., Tennessee School for the Blind

Miss Jewell P. Lee, Talladega, Ala., Alabama School for White Blind

Mr. N. E. Murphy, Columbus 14, Ohio., Ohio School for the Blind

Miss Helmi Salo, Watertown 72, Mass., Perkins School for the Blind

Miss Martha C. Schneider, 1867 Frankfort Ave., Louisville 6, Ky., Kentucky School for the Blind

Mrs. Isabelle Stuart, 120 Holcomb St., Hartford, Conn., Oak Hill School

Mrs. Jeneva Tobin, St. Augustine, Fla., Florida School for the Deaf and Blind

GUIDANCE WORKSHOP

MRS. RACHEL F. RAWLS, *Chairman*

JOHN A. BELTON, *Co-Chairman*

MRS. MARY K. BAUMAN, *Recorder*

In its fourth biennium as a full-fledged workshop group, the AAIB Guidance Workshop enjoyed its best attendance yet. Attendance at the six sessions ran: 20, 13, 18, 15, 11, 11; there were 14 people who attended at least half of these workshop sessions, and 14 was the average attendance. Interest in the programs presented was high, and discussions were lively.

Dr. Carson Y. Nolan, Director of Educational Research, American Printing House for the Blind, talked with the first workshop participants on recent progress in the testing field. He and Carl Davis have been working with World Book Company on a new series of achievement tests. This unusually early consultation will make it possible to run the norms, based on sighted children, omitting items which cannot be put into braille. There will also be a new way to determine time limits and a study of the effects of oral administration of this type of test. Tests on the upper high school level, grades eleven and twelve, are being considered.

Research on reading readiness, a tactual discrimination of roughness, was described by Dr. Nolan. Based on 105 children, the researchers now have a correlation of .55 with speed and .56 with errors, on a reading test given nine months after the roughness test. A combination of the roughness test and mental age yields a correlation in the sixties. Dr. Nolan also briefly described a study of speed of recognition of braille characters; this study is still in progress. He indicated that he always gladly receives from people in the field all thoughts and ideas regarding research now in progress and other areas of need in the testing of the visually impaired.

During the first part of the second workshop session, Mr. Robert P. Langford, Field Director, Hadley School for the Blind, reported on his school's interest in developing a course on occupational information or the provision of such information for students and a framework on which teachers could base an occupational course. The members of the workshop strongly agreed

that a need exists in this area and supported the suggestion that a national meeting be called to consider this problem. It was felt that, in addition to information on specific jobs, the techniques for job seeking and the matter of employee responsibility are most important.

For the mobility portion of the second workshop session, Mr. Herbert D. Angus, Assistant Principal, Florida School for the Deaf and Blind, served as consultant. It was the consensus of opinion within the group that, since the lives of blind individuals depend so basically upon mobility training, such training should be started earlier and should be taught only by well-qualified personnel.

"How Blind Persons Function in the Professions" was the topic for the third workshop session, as Dr. Mary K. Bauman, Psychologist, Researcher with the Personnel Research Center, told of her recent study of blind persons doing professional work. The research project was undertaken as an effort to solve some of the problems surrounding the difficulty of getting into the field of one's choice, unrealistic goals, knowledge of the job, and so on.

Among the qualifications found to be necessary to the blind person if he is to gain employment, are: good grooming, social competency, mobility, few blindisms, a satisfactory academic record at the high school level, a complete psychometric work-up, a favorable record in extracurricular activities, and skills in communication. The blind professional worker needs help most during the early days of his adjustment to the job; he must also help himself on the job.

A complete report on the findings of this research project will soon be available, in three editions—inkprint, braille, and talking book. Interested persons may secure a copy by writing to the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D. C., or to the Department of Public

Welfare, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania.

Mr. Arthur Voorhees, Program Specialist in Vocational and Rehabilitation Services, American Foundation for the Blind, led the fourth workshop session in a discussion of the use of occupational material with the blind. He reported that there is no field of employment without a blind person working in it. Rather than asking what jobs a blind person can do, one should be searching for realistic goals on an individual basis. Youngsters should be encouraged to explore for themselves their varying fields of interest, using available reading material and verbal observations.

In this area, and perhaps in many others too, guidance may be defined as telling a child where to look for help, how to explore, and how to use available material. Mr. Voorhees used this procedure with the workshop members as he presented some pamphlets that he utilizes in his work and suggested several books that should be incorporated into school libraries.

Mr. Carl J. Davis, Head, Department of Psychology and Guidance, Perkins School for the Blind, was the fifth workshop session speaker. He opened his remarks regarding psychotherapy for children in school with the word "don't". He went on to explain that psychotherapy, in the strict sense, should not be attempted in school. It should be done only where persons are trained in counseling and/or psychology and where there is contact with fully trained psychologists or psychiatrists.

Psychotherapy was defined in two ways: (1) where an attempt is made to reconstruct the personality of the individual; (2) where no attempt is made to reconstruct the personality of the individual. He recommended that reconstructive psychotherapy should not be attempted within the school system.

Where agencies are working with children from schools for the blind, an attempt should be made to get these agencies to visit the school and learn the setting. It should be remembered that the progress of the child is measured in different terms by the therapist and by the people in the school setting. Also, in treating the child, blindness is frequently not the most important aspect to be considered; this often

has to be taught to agencies which do not work with blind children.

Group work can sometimes be of assistance, in situations where it is not possible to provide individual counseling. Ideally, it is best to make provision both for individual counseling and for group work. Mr. Davis told the workshop about the group guidance work that is being done at his school.

The sixth and final workshop session, conducted by the officers for the new biennium, proved to be a period of wide open discussion regarding present and future workshop plans and activities as well as the personnel make-up of the workshop itself. A printed Guidance Workshop program should go out to potential members well ahead of the 1964 convention time. It is hoped that a number of guidance people who work with a blind child or two in day school and other programs in the Boston area might be especially invited to one or more sessions of this workshop.

A developmental process approach to the next convention program was discussed—workshop sessions that would take the child from his pre-school years to his elementary school years to adolescence to adulthood. For sessions at the upper end, some of the following resource people might be used: college personnel to discuss problems of the blind college student, rehabilitation counselors to discuss educational and vocational failures among blind persons, employers of blind people to discuss the problems of the blind employee, placement counselors to discuss the problems of placing blind persons in jobs.

In the area of occupational information, it was felt that this workshop might assist Mr. Langford and the Hadley School by studying print materials and perhaps locating the most useful series now available. The need for a skeleton outline for an Occupations course was brought up—the workshop might survey the schools for Occupation course teachers and then survey these teachers.

Other possible areas for programming in the 1964 workshop schedule might be: some programs on guidance, in general, and some consideration of the matter of counseling with teachers, especially as con-

cerns the young child or the new child in the school.

The Guidance Workshop officers for the 1962-64 biennium plan first to carry on with the work of locating the people who do guidance work with blind children, to become better acquainted with them—their ideas, their work, their needs, their desires. To spot the guidance workers who are thinking in terms of activity in this workshop during the 1964 convention and to build the convention program on their specifications and to build a convention program that will stir up others who should be thinking in terms of the 1964 workshop in Boston, are currently major projects of the workshop officers.

Your thoughts, ideas, recommendations, and offers of assistance will all be most joyously received; just send them to any one (or all) of the Guidance Workshop officers listed below.

Officers Serving 1962 Convention

Chairman—Mrs. Rachel Rawls, N. C. State School for the Blind and Deaf, Raleigh, North Carolina

Co-Chairman—Mr. John A. Belton, Johnstone Training & Research Center, Bordentown, New Jersey

Recorders—Dr. Mary Bauman, OVR, Philadelphia, Pennsylvania, and Mr. John Belton, Johnstone Training & Research Center, Bordentown, New Jersey

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mr. Lyle Thume, Southwest Rehabilitation Center for the Blind, 2811 Fair Park Blvd., Little Rock, Arkansas

Co-Chairman—Mr. Robert McQuie, Missouri School for the Blind

Recorder—Miss Mary J. Hessel, Perkins School for the Blind, Watertown 72, Massachusetts

Registration

Dr. Mary K. Bauman, 1604 Spruce St., Philadelphia, Pennsylvania, Personnel Research Center and Overbrook School for the Blind

John A. Belton, 61 Colonial Ave., Trenton, New Jersey, Johnstone Training and Research Center, Bordentown, New Jersey

Mrs. Frank (Jane M.) Brister, 4011 Carol Drive, Jackson 6, Mississippi, Mississippi School for the Blind

Jerry Chambers, Stephen City, Virginia, Maryland School for the Blind

Mrs. Aurelia Davis, 12th Floor, City Hall, Atlanta, Georgia, Atlanta Public School System

Carl J. Davis, 175 North Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Mrs. Connie DeMarco, 5907 South Olive, West Palm Beach, Florida, Florida Council for the Blind

Ann Mary Dunbar, Route 1, Cedar Falls, Iowa, Iowa Braille and Sight Saving School

Stephen F. Elms, 435 Stellar Ave., Pelham, New York, Retired Businessman

Mrs. Stephen F. Elms, 435 Stellar Ave., Pelham, New York, New York Institute for the Education of the Blind

Mary J. Hessel, 175 North Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Mrs. Mabel C. Hilton, 3675 Edgewood Ave., Fort Myers, Florida, Lee County, Florida

Beatrice M. "Skipper" Lambert, 4110 First Ave., North St. Petersburg, Florida, Pinellas County, Florida

Robert P. Langford, 700 Elm St., Winnetka, Illinois, Hadley School for the Blind

Bob McQuie, 4045 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Rachel F. Rawls, Raleigh, North Carolina, State School for the Blind and Deaf

Robert J. Smith, 2600 West Markham, Little Rock, Arkansas, Arkansas School for the Blind and Arkansas Rehabilitation Services

Mrs. Lyle (Lee) Thume, 900 West Fourth, Little Rock, Arkansas, Arkansas Rehabilitation Services

Lyle Thume, 2811 Fair Park Blvd., Little Rock, Arkansas, Arkansas Enterprises for the Blind or Southwest Rehabilitation Center

Eve Weeks, Bascom Palmer Eye Institute, University of Miami

Visitors

George J. Emmanuele, 416 South Tampa, Tampa, Florida, Florida Council for the Blind

Mr. and Mrs. Fred T. Neumann, 1538 Forbes, Lansing, Michigan, Michigan School for the Blind

Carson Y. Nolan, 1839 Frankfort, Louisville 6, Kentucky, American Printing House for the Blind

Hernando Pradillo Cobos, 20275 Z-2, Bogota D. E., Colombia, South America, Rehabilitation Center

Emma D. Rowe, 8288 N. W. 5th Ct., Miami, Florida, Miami Public Schools

Arthur Voorhees, 15 West 16th St., New York 11, New York, American Foundation for the Blind

HOMEMAKING — ARTS AND CRAFTS WORKSHOP

MARTHA CROCKETT, *Chairman for Arts and Crafts*

GLADYS HILDRETH, *Chairman for Homemaking*

DORSEY LEONARD, *Recorder*

RECOMMENDATIONS:

1. **Round Robin Letter:** In addition to the newsletter, quick notes of experiences, and any other pertinent information will be sent to Mr. Olsen to be mailed out to all teachers in our workshop.
2. **"Ceramics"**—In braille or on tape or disc. (Ask Printing House and/or Sunset magazine)
3. **1963 Workshop at University of Minnesota—Home Economics**—Mrs. Hildreth will make arrangements with Dr. Ford. Probably three weeks in the summer of 1963.
4. **Student Exhibition at 1964 convention**—(Stipulations and qualifications will be in the newsletter at the proper time. Committee: Mrs. Eula Shults, Mrs. Gladys Langfeldt, Mrs. Arlene Huckins and there should be one from Perkins).
5. **Newsletter Continued**—Three issues a year.
Dorsey Leonard — Arts and Crafts Editor
Margaret Linton—Homemaking Editor (Will work together)
6. **Workshop for Arts and Crafts**—At San Francisco State College in 1965. (A possibility)
7. **Expanding Bibliography** — for both Homemaking and Arts and Crafts.
(Brief review of selected Homemaking textbooks was distributed and discussed as guide to recommendations for braille and large print material.)
8. **Sources of Supplies** — Card-filed and made available to all.
9. **Speakers Bureau** — To include any speaker obtained for alternate year workshops.
10. **Sculpture Exhibit**—For next convention.
11. **Books**—Textbook or books to be written by the group or any member thereof.
12. **Opening Letter**—To be read by each member of the workshop setting forth her major progress since the last convention, her aims and goals for the next two years and her needs right then. (1964) A formal statement, thoughtfully composed, rather than

random statements thrown out hit or miss.

13. **Committee**—(Each school)—To act on the use of volunteer help, how used and how refused.
14. **Small, Individual Meeting Rooms for Workshops**,—so groups will not disturb each other.
15. **Scheduling**—This recommendation to go thru Mr. Olsen to each superintendent. That Home Economics and Arts and Crafts classes be given equal consideration when schedules are made; that the children be sent to these classes according to mental status and ability and not any odd mixture of mental and physical states as they are at present. The resulting confusion is detrimental to teacher efficiency and to the pupils' progress. Proper allowance of time should also be given to teachers in both categories because of preparation of materials for each project.
16. **Desired Books:**
"Family Nursing and Child Care"
"Thresholds to Adult Living"
"Mealtime"
"Young Living"—1959—(6th, 7th and 8th grades)
"Homemaking for Teenagers"

Discussion:

- A. Mrs. Crockett will formulate and send in a basic philosophy for Arts and Crafts teachers.
- B. Classroom Mobility — (These notes will be included in September newsletter)
- C. Recommendations as outlined above.

The outstanding facts about our workshop were the preponderance of Home Economics teachers, the great necessity for continuing an exchange of ideas, and the necessity and value to the pupil of the correlation of arts and crafts with other subjects.

Mrs. Elsie Lott gave a talk on color to the Homemaking section. She mentioned how important it was to try to clarify color combinations for the partially sighted.

Mr. Low, Public Relations Director for the Miami Lighthouse, demonstrated a

mechanism to help the blind to weave. It was recommended that this device (not patented) be shown the American Foundation. It seemed a valuable tool for weaving so that it would be worthwhile to produce it in quantity for the use of the blind. Dr. Burnside invented and copyrighted it some years ago. Mr. Low will be glad to work with the Foundation.

Mr. Marty LaVor demonstrated how he teaches clay modeling to the handicapped. He also introduced the group to **Drape** molds and to "Crea-stone" and he showed the members his method of teaching blind pupils to draw. He recommended three magazines, which will also appear in the newsletter.

Mrs. Arlene Huckins showed her projects in sewing. Boys should be included in sewing groups. Classes should be double periods—(80 minutes). She recommended style shows; pictures of each girl in her outfit; simple projects to begin with; tearing out material for skirts instead of cutting; simplification at all times.

Since it is difficult to become acquainted with all members of a workshop during the busy convention it was suggested that at least some workshops should have a luncheon or high tea together to become better acquainted socially with each other.

Officers Serving 1962 Convention

Chairman for Arts and Craft — Martha Crockett, 1700 E. Evergreen Blvd., Vancouver, Washington

Chairman for Homemaking—Gladys Hildreth, Louisiana School for the Blind, Southern Branch P. O., Baton Rouge, Louisiana

Recorder—Dorsey Leonard, 3103 Woodhome Ave., Baltimore 34, Maryland

Newly Elected Officers to Serve For the 1964 Convention

Chairman for Homemaking—Eula Shults, Arkansas School for the Blind, 2600 West Markham, Little Rock, Arkansas

Chairman for Arts and Crafts—Ruth McVay, Detroit Schools, 14321 Freeland, Detroit, Michigan

Recorder—Arlene Huckins, 3051 Benvenue Ave., Berkeley 5, California

Editors:

Homemaking Newsletter — Margaret Linton, 1730 Glenwood Ave., Youngstown, Ohio

Arts and Crafts Newsletter—Dorsey Leonard, 3103 Woodhome Ave., Baltimore 34, Maryland

Registration

Mildred Bowman, (Sew), Virginia School for the Deaf and Blind, Staunton, Virginia
Martha Crockett, (A-C), 1700 E. Evergreen Blvd., Vancouver, Washington

Betty Elmore, (H-E), 115 Stewarts Ferry Road, Donelson, Tennessee

Fanny A. L. Hardison, (A-C), 104 Stewarts Ferry Road, Donelson, Tennessee

Gladys Hildreth, (H-E), Louisiana State School for the Blind, Baton Rouge, La.

Ruby E. Hillman, (Sew), 175 N. Beacon St., Watertown, Massachusetts

Ollie Hiner (Mrs.), (A-C), Virginia School for the Deaf and Blind, Staunton, Virginia

Arlene Huckins, (Sew), 3051 Benvenue Ave., Berkeley 5, California

Gladys Langfeldt, (H-E), 7712 Greenview Terrace, Baltimore 4, Maryland

Dorsey Leonard, (A-C), 3103 Woodhome Ave., Baltimore 34, Maryland

Margaret Linton, (Sew), 1730 Glenwood Ave., Youngstown, Ohio

Elsie Lott, (Sew), Maryland School for the Blind, Baltimore 36, Maryland

Jerrine Lucas, (A-C), 1971 San Rafael, San Leandro, California

Ruth McVay, (A-C), 14321 Freeland, Detroit, Michigan

Marcelle B. Reeve, (both), H3B, Cameron Court Apts., Raleigh, North Carolina

Margaret G. Sanchez, (both), 269 So. Mantanzas Blvd., St. Augustine, Florida

Eula Shults, (A-C), Arkansas School for the Blind, 2600 W. Markham, Little Rock, Arkansas

Hazel Stickney, (H-E), Iowa Braille & Sight Saving School, Vinton, Iowa

Marjorie Turner, (H-E), 1252 Eastover, Jackson 6, Mississippi

Beverly Wilson, (H-E), 120 Holcomb St., Hartford 12, Connecticut

Catherine Wolf, (H-E), 5501 Williamson, Dearborn, Michigan

HOUSEPARENTS WORKSHOP (GRADE SCHOOL)

MRS. UNA BARLOW, *Chairman*
MRS. ESTHER PIERCE, *Co-Chairman*
MISS ANNA JANE SMITH, *Recorder*

We had in attendance 33 houseparents from 15 states. During the course of the Workshop we were pleased to have as visitors, Houseparent Supervisors, State Social Workers and Parents.

Dr. Everett Wilcox was our first speaker Friday morning, June 29th, 1962.

Dr. Wilcox opened his discussion with emphasis on "Standards." He stated that he was greatly impressed to know that we houseparents are the first of any group of Houseparents to try to establish standards for certification. We need a knowledge of things for which we can work. Each one must see some meaning and value in his work.

I. Elements we need to do our work well.

- A. Knowledge of growth and development of children and adults.
- B. Better understanding of how to apply growth principles.
 1. Do not try to mold children into other images, let them develop into their own individual image.
 2. Give children credit for the little things they do. Try to look for good things in them.
 3. Do not form pre-conceived ideas of what children are going to be.

II. Precepts in dealing with children.

- A. Be honest with children (important for establishing values).
- B. Important to know where they come from and where they will go outside our school.
- C. Knowledge of working with people.
- D. Better understanding of how to use oneself.
 1. Co-operative working with teachers.
 2. Co-operative working with nurses.
 3. Knowing when and how to approach your superintendent.
- E. Better understanding of what our schools are trying to do. (Goals)
- F. Knowledge of the resources in our communities as well as those at school.

III. We can help children if we realize they need a new home base. We can help them by:

- A. Being objective.
- B. Helping them develop ways of self care.
- C. Indirect guidance by our example.
- D. Processing daily living.
- E. Listening to children.
- F. Programming (planning ahead).
- G. Logging time of how children spend their time.

Miss Eula Shults was our next speaker, she spoke on "How to Keep Children Well Groomed."

Miss Shults began her discussion with the word "image". She stated that image is the word applied when we think of blind children. She once thought of the blind child as one who stumbles, punches his eyes, has blindisms, etc., however, she was forced to change that concept. Educators have tried and are trying to change this image and make the child improve his image of himself.

Ways we can help the blind child improve appearance:

- A. Posture and mobility.
 1. The child who sits in a corner and listens to radio or television is not developing posture and mobility, he should learn to be active early.
 2. The child who walks with shoulders bent, arms limp, etc., looks mentally retarded. Houseparents can help this situation by taking the child at the stage of development where they find him and working with him through play, dancing (even the twist), or any method that will interest the child.
- B. Increasing blind child's self concept.
- C. Give special attention to blind child's eyes.
 1. Encourage child to wear sun glasses.

2. Child should be told glasses will improve his appearance.
- D. See that the clothing of the blind child is comparable to the clothing worn by other children as far as possible.
 1. Use clothing donated by other people.
 2. Buy clothing with money given to school for use with needy children. When possible take the child with you when buying for him.

Both speakers on this, our first workshop, conducted lively discussions during which many ideas were expressed.

The Friday afternoon workshop on Orientation and Mobility was conducted by Mr. Charles Woodcock, who personalized this subject for Houseparents by the following excellent presentation:

- I. Mobility skills can be developed not only in travel but also by moving about from place to place on the campus and in the dormitories.
 - A. Walk alone and send the child on ahead.
 - B. Have child wear a plack or crown which says to him "I want to do everything for myself today."
 - C. Know how far and how hard to push a child.
 - D. Help the child with a poor sense of direction by:
 1. Communicating with him.
 2. Taking his foot and showing him if necessary.
 3. Taking his hand, then he takes your hand, then probably holds your skirt and finally follows the sound of your footsteps.
 4. Praise child when he makes progress.
 5. Separate children when necessary in order to accomplish your goals but do it tactfully without breaking up friendships.
- II. Orientation and Mobility are just as important as English and other subject matter. Children should not sit and listen to radios for long periods of time.
 - A. Select special programs with him for his entertainment.
 - B. Encourage him to do other things.
- III. It is almost impossible to break a child from poking his fingers in his eyes unless he has some incentive and really wants to. We may try by:

- A. Constantly reminding him.
- B. Touching his hand when he pokes his eye as a reminder not to.
- IV. The best way to handle parents is on an individual basis.
- V. Take time to analyze ourselves.
- VI. Teach children to wash their own faces, do not wash them yourself.

There was much discussion and many of the above points were brought out further by questions and answers.

Saturday morning, June 30th, the Grade School and High School Houseparents Workshops and the Parent Workshop met in joint session to hear Dr. George Heltzell talk with us on "Parent - Houseparent Relationships."

Dr. Heltzell advocates that parents should be partners in this business of education. Parents should take advantage of parent-teacher associations and other organizations. Parent organizations are helpful in securing juvenile courts, hot lunches, public recreation centers, good facilities and other beneficial conditions.

- I. The role of the Houseparent should be in part as follows: (This is not the whole story but some of the basic things)
 - A. People who make good mothers.
 - B. People who are interested in children.
 - C. People who enjoy living with children.
 - D. People who possess leadership and can manage problems in a group.
 - E. A houseparent individualizes children in a group.
 - F. A houseparent accepts the fact that he is going to be confronted with a multiplicity of behavior.
 - G. Be sensitive and know how to cope with problems.
 - H. Have a knowledge of spiritual values.
 - I. Have some educational background to give the child an incentive to learn.
 - J. Know the meaning of discipline, accept symptomatic behavior such as sex play, poor table manners, etc.
 - K. Remain calm.
 - L. Be flexible, resourceful, imaginative.
 - M. Be dependable.
 - N. Participate in community affairs.

- O. Be decisive.
 - P. Participate in the child's interests.
 - Q. Have ability to listen.
 - R. Share child with others important to him.
 - S. Be Objective.
 - T. Understand and appreciate relation of children to their own parents.
- II. If all blind children came to us perfect, our duties would be limited and hard to find. Any of us could be doctors if only well people came to us. It takes a master Houseparent to do the job needed with our children.
- III. Parents and houseparents need to work cooperatively and achieve some understanding between themselves **before** the child's problem becomes acute.
- IV. Houseparent complaints about parents:
- A. Sends soiled clothing back to school.
 - B. Sends the child to school ill or with diseases.
 - C. Sends the child to school dirty.
 - D. Fails to mark child's clothing.
 - E. Fails to write to pupils.
 - F. Writes the child disturbing news in letters.
 - G. Sends torn clothing back to school.
 - H. Does not permit the child to come home at Thanksgiving and Easter.
- V. Complaints of parents about houseparents:
- A. Cross and unkind.
 - B. Sends child home dirty.
 - C. Not safety conscious.
 - D. Shows partiality.
 - E. Does not help child answer parents' letters.
 - F. School in general and houseparents do not notify parents when child is ill.
 - G. Houseparents and nurses do not administer first aid to child.
 - H. Houseparents meet parents with complaints about child, talk about child to his mother in the presence of the child.
 - I. Some are working for a salary only.
- VI. What Houseparents should want for their children:
- A. To be independent (to have a saleable skill).
 - B. Be able to adjust to new conditions and changes.
 - C. To develop a great desire for knowledge and continuous education.

- D. To have rich experiences.
- E. To develop a set of standards by which to live.
- F. To have valuable ideas (intangible).

Imitate as nearly as possible the good conditions that exist in homes. Dr. Heltzell also explained the Certification of Houseparents by AAIB.

Mr. Randle Harlee substituted for Mrs. Rawles who was unable to be with us in our fourth workshop session. He led the group in a general discussion on the subject, "Attitudes Toward Blindness." Some general points derived from this meeting are as follows:

1. We should strive to accept children and adults with handicaps.
2. Children feel it when they are accepted or rejected, therefore we should treat all of them alike.
3. Do not accept children of certain parents and reject those of others.
4. Work with parents as much as possible and try to educate them to accept handicaps in the right manner.
5. Advertise capabilities not blindness.
6. Treat the blind the same as you do sighted persons.
7. The child can gain the confidence he needs to push forward if he has faith in you.
8. Keep things in perspective, be perfectly honest with the child.
9. Make a special effort to give the obnoxious child a fair deal. He wants love and affection also.
10. Give children an opportunity to do chores and feel a part of the group, praise them for the things they do.
11. Do not permit children to sit and listen to radios for long periods of time, find some other interest for them that they like.
12. Find something good about our colleagues that will help us accept them better.

We are very grateful to Mr. Harlee for stepping in on such short notice.

Mr. Charles Kirkpatrick spoke to us on "The Role of the Houseparent" at our Fifth workshop meeting, Sunday morning, July 1st. He has worked directly with houseparents and is very much interested in their program. He is very much opposed to the name "Houseparents" being

changed to "Supervisor", "Counselor" or some other name. Mr. Kirkpatrick feels that if we change the name to supervisor, we will want to do just that. The new name also does not carry with it the closeness that we get from the name houseparent. Don't ever refer to yourselves as "just houseparents," you are as important as others working toward the particular child's well being.

I. Role of the Houseparent.

- A. Try to meet the needs of the child that have not been met as the child grows up.
 1. Emotional needs.
 2. Educational needs.
 3. Physical needs.
- B. Help child get a good opinion of you in your relationship with him.
- C. Be able to look at a total group and see what needs are met and what are not.
- D. Be a substitute parent for each child as long as he is with you.
- E. Have your role clear and clean as to what you are doing.
- F. Make it clear to children that you will help them all you can while they are with you.
- G. Eat with the children, this controls them and is also a method of exhibiting love.
- H. Be friendly but firm.
- I. Handle your own problems if they are not too serious.
- J. Academic records should be made available to Houseparents.
- K. Houseparents should communicate freely with others on the staff.
- L. Houseparents should be mature people working toward professional standards.
- M. Houseparents should not use confidential material in a degrading manner.
- N. Houseparents should receive report cards as well as parents.
- O. Houseparents should keep records of their children.
- P. Houseparents should attend some staff meetings.
- Q. Houseparents should keep administrators informed of the children's needs.

In response to questions on sex education, Mr. Kirkpatrick advised that we be sensitive to the need of answering questions correctly and giving children what they need on the basis of their age. Give them

basic facts of what they want to know. Sex play is normal with small children. When masturbation becomes a special problem, we should seek help from the psychologist. It is important for pamphlets to be explained to children by an adult. Use correct terminology and make explanations as simple as possible. If the child is still confused, tell him, "We will get a book and read it together." We should not think of this in the terms of sex education but as a child seeking information.

Officers Serving 1962 Convention

Chairman—Mrs. Una Barlow, 5220 North High St., Columbus 14, Ohio

Co-Chairman—Mrs. Esther Pierce, Iowa Braille and Sight Saving School, Vinton, Iowa

Recorder—Miss Anna Jane Smith, North Carolina School for the Blind and Deaf, Raleigh, North Carolina

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Candus (Candy) Smith, 7725 North College, Indiana School for the Blind, Indianapolis, Indiana

Co-Chairman—Mrs. Una Barlow, 5220 North High St., Columbus 14, Ohio

Recorder—Miss Anna Jane Smith, North Carolina School for the Blind and Deaf, Raleigh, North Carolina

Registration

Mrs. Minnie P. Strickland, North Carolina State School for the Blind, Raleigh, North Carolina

Mrs. Nell Montgomery, 201 Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Margaret Frohoff, 201 Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. M. Sondericker, New York State School for the Blind, Batavia, New York, New York State School for the Blind

Elizabeth F. Eycke, New York State School for the Blind, Batavia, New York, New York State School for the Blind

Anna Jane Smith, North Carolina State School for the Blind and Deaf, Raleigh, North Carolina

Mrs. Johnnie Broach, Wooster, Arkansas, Arkansas School for the Blind

Mrs. Ted Wilson, 2600 W. Markham, Little Rock, Arkansas, Arkansas School for the Blind

Mrs. Una Barlow, 5220 North High St., Columbus 14, Ohio, Ohio State School for the Blind

Miss Candus M. Smith, 7725 North College, Indianapolis, Indiana, Indiana School for the Blind

Mr. Terry Parker, 7725 North College, Indianapolis, Indiana, Indiana School for the Blind

Edward Plowe, New York State School for the Blind, Batavia, New York, New York State School for the Blind

Mrs. Esther Pierce, Iowa Braille and Sight Saving School, Vinton, Iowa, Iowa Braille and Sight Saving School

Mr. and Mrs. L. C. Montgomery, 153 Elm St., Waynesburg, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Frieda Jablonski, 1417 59th St., North St. Petersburg, Florida

Mrs. Elsie Bolton, 915 West 16th St., Vinton, Iowa, Iowa Braille and Sight Saving School

Mrs. Ethel M. Hasfurther, 7725 North College Ave., Indianapolis, Indiana, Indiana School for the Blind

Miss Nina Johnson, Route 3, Raleigh, North Carolina, North Carolina School for the Blind

Mrs. Bess Moore, School For Visually Handicapped, Nebraska City, Nebraska, Nebraska School for Visually Handicapped

Mrs. Lillie M. Clark, 1867 Frankfort Ave., Louisville, Kentucky, Kentucky School for the Blind

Violet A. Greenwood, 1100 State Ave., Kansas City 2, Kansas, Kansas State School for the Blind

Everett Wilcox, Illinois Braille and Sight Saving School, Jacksonville, Illinois, Illinois Braille and Sight Saving School

Marion Myers, 345 Main St., Elba, New York, New York State School for the Blind

Anne R. Morton, 610 Ellecott St., Batavia, New York, New York State School for the Blind

Mr. Richard McDowell, 1867 Frankfort Ave., Louisville, Kentucky, Kentucky School for the Blind

Mrs. LaVida Young, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Miss Iva L. Knierin, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Maude Obrist, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Natalie S. Manning, Staunton, Virginia, Virginia School for the Blind

Lucille Harmon, 210 West 8th St., Vinton, Iowa, Iowa Braille and Sight Saving School

Esther Reid, 903½ C Ave., Vinton, Iowa, Iowa Braille and Sight Saving School

Dorothy Lockman, Otae, Nebraska, Nebraska School for the Blind

Violet Brown, Deaf and Blind School, St. Augustine, Florida, Florida School for Deaf and Blind

HOUSEPARENTS WORKSHOP (JUNIOR AND SENIOR HIGH SCHOOL)

MRS. ADA CHURCH, *Chairman*

MISS MARIAN E. McCLINTOCK, *Co-Chairman*

MR. W. R. "SKEET" POWERS, *Recorder*

This workshop group, consisting of twenty-three houseparents and including Mr. E. W. Christiansen, Director of the New Zealand Foundation for the Blind, met in six sessions at the 1962 AAIB convention and many topics were discussed with great enthusiasm.

Our first speaker, Miss Eula Shults of the Arkansas School for the Blind, discussed with the group the image each person creates of himself to others and also to himself. Houseparents must help their children improve this image where necessary. It was agreed that table manners

are very important, but they are a problem for which there is no easy solution. All we can do is instruct and remind. Conversation should be encouraged at the table, but it should not be boisterous. An image of confidence can be reflected by good posture. This can be encouraged through activities which the children enjoy and which "limber them up," including such things as rock and roll or the twist. Grooming and general appearance were discussed, including use of dark glasses for cosmetic purposes and the need for keeping the eyes free from discharge. It was agreed that the assistance of the ophthal-

mologist should be sought in difficult cases. Since a well-dressed child takes pride in himself and in the work he is doing it is important that children be taught color combinations and the proper care of clothing.

Mr. Charles Woodcock, Superintendent of the Oregon School for the Blind, talked to the group about their role as houseparents in the orientation and mobility program of the school. He demonstrated several ways in which one can encourage a child to make the effort to become less dependent and more mobile.

The Houseparents were pleased to learn that the Board of Directors of the AAIB had approved the Houseparent Certification recommendations made by a special committee. Dr. George Heltzell, Superintendent of the Missouri School for the Blind, who was chairman of that committee, gave a detailed report to a joint meeting of the two Houseparent and the Parent workshops. Dr. Heltzell also talked to the joint group about houseparent-parent relationships and the ways in which each can serve the other. Details of this session are included in the Houseparent Workshop (Grade School) report.

Mr. Charles Kirkpatrick of Boys' Village, Smithville, Ohio, led a discussion of problems pertaining to dormitory living in a residential school and the importance of the houseparent's ability to recognize problems and to cope with them. He indicated that many problem children receive little or no love at home and are greatly in need of affection. Many of these children receive letters from home which are filled with disconcerting news, and in such cases some measures are necessary through correspondence or visitation to avoid a repetition.

Mr. Robert Whitstock of Seeing Eye, Inc., spoke on the theme of the convention, Travel, Orientation and Mobility. He stressed the necessity of our students learning to do as much as possible for themselves. In orienting, it is important to start with simple assignments and gradually increase the responsibility. It was urged that we not expect too much of the child in these assignments at the outset and that a basic point of reference always be used. Blindisms were discussed and it was determined that these must be handled on an individual basis. Students with blindisms

must be reminded but not nagged, and giving them something to keep their hands busy often eliminates such habits as eye poking, nail biting, etc. Mr. Whitstock also stressed the importance of table manners, good grooming and the image created by the blind boy or girl.

In joint session the two Houseparent Workshops adopted the following recommendations:

1. That four regional workshops be planned—in the west, midwest, east and south—during the summer of 1963.
2. That a budget of a total of at least \$1,000.00 be allowed for these four regional workshops.
3. That since certification standards have now been approved, the more professional name of Group Counselors be adopted for the group.

Officers Serving 1962 Convention

Chairman—Mrs. Ada Church, Missouri School for the Blind

Co-Chairman—Miss Marian E. McClintock, Maryland School for the Blind

Recorder—Mr. W. R. "Skeet" Powers, Iowa Braille and Sight Saving School

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mr. Philip Schwarzel, Western Pennsylvania School for the Blind

Co-Chairman — Mrs. Mildred Schwarzel, Western Pennsylvania School for the Blind

Recorder—Mr. Leslie P. Hawes, Halifax School for the Blind, Canada

Registration

Mrs. C. R. K. Allen, Halifax School for the Blind, Halifax, Nova Scotia, Canada

Mr. E. W. Christiansen, New Zealand Foundation for the Blind, Auckland, New Zealand

Mrs. Ada Church, Missouri School for the Blind, St. Louis, Missouri

Mrs. Eliza Cooper, Tennessee School for the Blind, Donelson, Tennessee

Mrs. Eva Ferguson, Tennessee School for the Blind, Donelson, Tennessee

Mr. Leslie P. Hawes, Halifax School for the Blind, Halifax, Nova Scotia, Canada

Mrs. Lesta Jackson, Indiana School for the Blind, Indianapolis, Indiana

Mrs. Emma C. King, Overbrook School for the Blind, Philadelphia, Pennsylvania

Mr. Charles S. Kirkpatrick, Boys' Village, Smithville, Ohio

Mrs. Florence Kleehammer, New York State School for the Blind, Batavia, New York

Mrs. Aino Lind, Oak Hill School, Hartford, Connecticut

Miss Marian E. McClintock, Maryland School for the Blind, Baltimore 36, Maryland

Mr. Tom Morrissey, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. Margaret Newheiser, Maryland School for the Blind, Baltimore 36, Maryland

Mrs. Edna Noppenberger, Maryland School for the Blind, Baltimore 36, Maryland

Mrs. Helen Peterson, Iowa Braille and Sight Saving School, Vinton, Iowa

Mr. W. R. "Skeet" Powers, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. V. Evelyn Powers, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. Mildred Qualls, Missouri School for the Blind, St. Louis, Missouri

Mrs. Mildred Schwarzel, Western Pennsylvania School for Blind Children, Pittsburgh, Pennsylvania

Mr. Philip Schwarzel, Western Pennsylvania School for Blind Children, Pittsburgh, Pennsylvania

Ann G. Springer, Western Pennsylvania School for Blind Children, Pittsburgh, Pennsylvania

Mrs. Ava Winstead, State School for the Blind, Raleigh, North Carolina

Mrs. Mildred Young, Indiana School for the Blind, Indianapolis, Indiana

INDUSTRIAL ARTS WORKSHOP

GEORGE W. ANDERSON, *Chairman*

H. H. BATES, *Co-Chairman*

O. W. HOLMES, *Recorder*

The Industrial Arts Workshop began with a get-acquainted meeting with each participant explaining his program in the local school.

Mr. Daniel Householder, Division of Industrial Education, University of Illinois, Urbana, Illinois, spoke to the group about the Research Project, R. D.—740, commonly known as the "Illini Blind Project," as outlined below.

Need: There is general agreement today that the emphasis in an effective program for visually handicapped persons should be on the development of personal potentialities that integrate the individual into society. In an advanced industrial culture such as ours, many blind persons can contribute to the welfare of society through their work in industrial areas if they have adequate training. Many others can gain personal satisfaction from avocational activities involving the manipulation of tools and materials in hobbies or home maintenance tasks. There is a decided lack of current written instructional materials de-

scribing good practices based on sound theory.

Purpose: The project is designed to collect, evaluate, develop, organize, and disseminate information about techniques for teaching and sound operational methods for use by instructors of totally blind persons in the areas of woodwork, metalwork, electricity, and home mechanics. Another objective of the project is the development and refinement of needed equipment adaptations not presently available or under study by other projects.

A Program Report of the Project as of June 15, 1962 was presented. The report showed the progress of the staff in:

- I. Off-campus traveling for consultation and observation
- II. Research
- III. Publicity
- IV. Miscellaneous Information

A sheet of **Inventory of Tools Purchased for Evaluation** was distributed for discussion. A list of Brailled Shop Texts in the Bibliography was reviewed.

"Tip Sheets" are to be mailed to contributors and potential contributors to the

Project. The Project is to run for at least two more years. For further information contact:

Dr. Robert A. Tinkham
Illini Blind Project
106 South Goodwin Avenue
University of Illinois
Urbana, Illinois

One of the areas of Industrial Arts in which much work is needed, is that of texts. Miss Hooper, Mrs. Dougherty, and Mr. Bledsoe of the American Printing House, spoke to the group and stated that the Printing House would be glad to print texts for which there is an adequate demand. It appears that one of the tasks to be accomplished by the Industrial Arts group is that of compiling desirable material to be printed. Miss Hooper informed the group that the demand for the Woodworking Texts that have been brailled has not been great. She also told the Workshop that a large print copy of the Woodworking Text would be available in the fall. Due to the fact that 120 to 164 braille textbooks are run at a given time, the cost of one braille text is based accordingly. (Miss Hooper stated that any teacher may request that his name be placed on the mailing list for American Printing House catalogs).

Travel, orientation and mobility was the theme for one of the Workshop sessions. Mr. Angus of the Florida School was the resource person for this discussion. It was felt by the group that much could be done by the shop teacher in encouraging students to practice safety in the shop area. Orientation and proper approach to machines would be part of this training.

Mr. Arthur L. Voorhees of the American Foundation for the Blind, and Mr. Virgil E. Zickel from the American Printing House for the Blind spoke at one of the sessions on Industrial Arts for the Blind and Tangible Apparatus. Mr. Voorhees showed the group many of the tools and instruments that pertain to shop work as listed in their catalog entitled "Aid Appliances." A copy of this booklet may be secured by writing to the American Foundation for the Blind, 15 West 16th Street, New York 11, New York. Mr. Voorhees discussed the Industrial Arts Workshops held at Oswego, New York, the past two summers and announced the continuation in the summer of 1963. Brochures on this program may be obtained by writing Dr.

James Hastings, Industrial Arts Department, State University of New York, Oswego, New York.

Mr. Zickel stated the Printing House would be happy to work on tangible apparatus if presented with ideas. He agreed to consider charts on decimal equivalents, wood screws, threading and tapping.

Mr. Martin L. LaVor of Mount Carmel Guild, Archdiocese of Newark, New Jersey, and representative of the National Ceramic Association, spoke to a joint session of Industrial Arts and Arts and Crafts Instructors at the 4th Workshop Session. He discussed Ceramic Forms, Coloring Techniques, Molds, and Kilns. One of the outstanding features of his discussion was the announcement that a textured glaze has been developed that would aid the blind in the ceramics field. This textured glaze would "fire out" at a low temperature. He also distributed **Ceramics Monthly, Popular Ceramics and Arts and Crafts** to the group. He demonstrated some of the uses of Creastone, a compound which may be used for molding and carving.

RECOMMENDATIONS:

That we cooperate with the Illini Blind Project in the interchange of: ideas and information, development of instructional materials in Industrial Arts, evaluation and testing of this material, publication and distribution of this material, and establishment of reasonable standards for Industrial Arts.

That a number of regional meetings be held during the biennium for the purpose of developing and evaluating Industrial Arts instruction materials in the areas of: Woodworking, Electricity, Metals and Home Mechanics.

That a central Committee be established to coordinate and evaluate the work of the Regional Committees. This Committee to work closely with the Illini Project and should be composed of the three officers in addition to others to be appointed by the workshop chairman.

Officers Serving 1962 Convention

Chairman—George W. Anderson, Michigan School for the Blind, Lansing, Michigan
Co-Chairman — H. H. Bates, Tennessee School for the Blind, Nashville, Tennessee
Recorder—O. W. Holmes, Arkansas School for the Blind, Little Rock, Arkansas

**Newly Elected Officers to Serve
For the 1964 Convention**

Chairman — Roger G. Anderson, Illinois
Braille and Sight Saving School, Jackson-
sonville, Illinois

Co-Chairman—Norman Reimer, New York
Institute for the Education of the Blind,
New York, New York

Recorder — Donald E. Harris, Colorado
School for the Blind, Colorado Springs,
Colorado

Registration

George W. Anderson, Michigan School for
the Blind, Lansing, Michigan

Roger G. Anderson, 1316 Goltre, Jackson-
ville, Illinois

H. H. Bates, Tennessee School for the
Blind, Donelson, Tennessee

Myron W. Carrothers, George Peabody Col-
lege for Teachers, Nashville, Tennessee

Donald E. Harris, Colorado School for the
Blind, Colorado Springs, Colorado

O. W. Holmes, 2600 W. Markham, Little
Rock, Arkansas

Daniel L. Householder, 106 S. Goodwin,
Urbana, Illinois

Larry D. Lawson, 45th and Lamar, Austin,
Texas

Carl H. Newell, 1252 Eastover Drive,
Jackson, Mississippi

John C. Orsak, Texas School for the Blind,
Austin, Texas

H. Wallace Reid, 115 Kreswell Circle,
Spartanburg, South Carolina

Norman Reimer, 999 Pelham Parkway,
New York 69, New York

Arthur Voorhees, American Foundation for
the Blind, 15 West 16th Street, New
York 11, New York

INTERMEDIATE WORKSHOP

MRS. JOSEPHINE BUELL, *Chairman*

MISS CHRISTINA BAUGH, *Recorder*

Our major order of business was the discussion by the entire group of general classroom problems. Our topics were developed from material gained through questionnaires sent out previous to the convention and from problems arising out of the group discussions at our meetings.

Mobility and Orientation:

One full workshop session was devoted to the topic of orientation of blind children. We felt that in the intermediate grades we have a definite part in this mobility training.

Mr. L. P. Howser spoke with us on our responsibility as teachers to guide our children to teach others. He encouraged us to be uncompromising in our efforts to develop good attitudes among ourselves, our students, the families of our students, and the general public.

Further discussion was then held. Our group feels that the child should be taught the proper techniques of orientation and be guided to accept the responsibility for good independent travel and travel with a guide. Orientation programs should begin early. This will aid in developing good attitudes for later learnings. A good mobility program must be continuous and

fostered by all staff members at the school. Our workshop members strongly encourage teachers to work with the partially seeing child; this child needs guidance and orientation also.

Spelling:

Spelling is one subject area that needs constant work. In order to implement the spelling text, we suggest that games, phonics lessons, work with diagnostic and dictionary symbols, work with the various phases of the spelling lessons as given in the texts, spelling Bees, tests, and individual adaptations be used.

Social Studies:

We discussed the problems of providing good motivation in the social studies area. Classes in social studies can be made more meaningful to the pupils through art projects, music, and supplementary readings. It was felt that map study is an important part of the social studies program on the intermediate level. The Atlas being prepared by the American Printing House for the Blind to accompany the Tiegs-Adams Social Studies Series, Revised Edition, will prove extremely helpful in this area. Teachers should avail themselves of resource materials. Maps are published

by the American Printing House for the Blind and the Howe Press at the Perkins School for the Blind.

Arithmetic:

Throughout our group discussion, there proved to be a divergence in arithmetic teaching techniques. We feel that the new methods under study, if followed, would perhaps unify the teaching of mathematics in our schools. The group met with the Principals Workshop where the Schott Method and Stern Method were demonstrated.

Study Skills:

We feel that the teachers in the intermediate grades are responsible for teaching children good study habits which lead to independent study and planning.

Science:

We agreed to cooperate with the Science Workshop in their project to introduce science with apparatus in the elementary grades.

Experimental Program:

The New York State School for the Blind in Batavia is trying an experimental program to begin this fall. Children working at grade level will be placed in regular classes; those who need special class work will be placed in special classes. To their program, however, they are adding classes for remedial work—one for children on the third and fourth grade level, one for the fifth and sixth grade level, and one for junior high work. It is felt that this planning might meet the needs of more children more adequately. We are looking forward to hearing the effectiveness of this program.

RECOMMENDATIONS:

- I. We recommend that the Eastern schools for the blind hold a regional workshop in Social Studies at a time and place to be determined.
- II. In order to enrich experiences of our classes, we encourage the interchange of ideas and abilities within our schools. Through cooperative teaching, teachers can provide supplementary materials, act as resource people, and add to the experiences of each class with whom they work.
- III. We feel that consistency in the orientation and mobility program in a school is most necessary. This might be gained through in-service training programs at joint meetings of houseparents and teachers. The mo-

bility instructor should direct this training, if such an instructor is at the school.

Officers Serving 1962 Convention

Chairman—Mrs. Josephine Buell, California School for the Blind

Recorder—Miss Christina Baugh, Maryland School for the Blind

Newly Elected Officers to Serve For the 1964 Convention

Chairman — Joseph Jablonski, Perkins School for the Blind

Co-Chairman—Christina Baugh, Maryland School for the Blind

Recorder — Willette Marshall, Tennessee School for the Blind

Registration

Christina Baugh, Maryland School for the Blind

Josephine Buell, California School for the Blind

Elizabeth Carpenter, 3815 Magnolia, St. Louis, Missouri, Missouri School for the Blind

Janet English, Staunton, Virginia, Virginia School for the Blind

Ruby Eschen, Nebraska School for the Visually Handicapped

Alice Hartong, Illinois Braille and Sight Saving School

Harold Hein, Louisiana School for the Blind

Ruth Heisler, 175 N. Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Ruby Hilken, New York State School for the Blind

Mabel Hite, 506 W. 4th, Vinton, Iowa, Iowa Braille and Sight Saving School

Ruth Holmes, Illinois Braille and Sight Saving School

Joseph Jablonski, Perkins School for the Blind

Mildred Jordan, North Carolina School for the Blind

Willette Marshall, Tennessee School for the Blind

Paola Meaux, 1120 Government, Baton Rouge, Louisiana, Louisiana School for the Blind

Hannah Overholt, West Virginia School for the Blind

Jeanne Perkinson, 9 Lincoln Ave., Batavia, New York, New York State School for the Blind

Margaret Traub, Kentucky School for the Blind

Margaret Walsh, 1002 G. Ave., Vinton, Iowa, Iowa Braille and Sight Saving School

KINDERGARTEN WORKSHOP

MARY OSBORNE, *Chairman*

MARIE E. BUCHMANN, *Co-Chairman*

GRACE RYAL, *Recorder*

The first session of the Kindergarten Workshop group, which was composed of ten persons, decided that the following areas were perhaps the most important, and should be considered during the 1962 convention of the AAIB:

1. Mobility
2. Art
3. Parent Education

Miss Helena Drake, of the Perkins School for the Blind, showed the group a loose-leaf large-ring book which she had made, entitled "Phonetic Fun With Letters." This book was a sample of individual letter books containing the letters b, m, t, s, f, p, l, r, and z. The book has objects, letters, and an appropriate rhyme (e.g. "b" is for button) which were included in the book. Three representatives of the American Printing House for the Blind visited our group and approved the printing of this book. It will probably be available in 1963.

Mr. Charles Woodcock, Supt., Oregon School for the Blind, spoke to the group on mobility. He suggested the following techniques:

1. Have the child hold the teacher's finger instead of teacher taking the child's hand.
2. Explain room set-up to children. Room has four walls, a ceiling, teacher's desk, children's table and chairs—things that are in the same place all the time.
3. Demonstrate to children (individually) the placement of tables, chairs, teacher's desk. Use these things as "direction-takers".
4. Help children develop the habit of doing things in an organized manner.
5. When child drops things on the floor, have him push chair back, put one hand on table in order to protect his head, then, with the other hand, make a circular movement on the floor in order to find the lost article.
6. Be careful in using words with blind children such as, "Move the glass back," when you really mean move it forward. Say EXACTLY what you mean!!

7. Have child use cross-arm position at nose level when walking in an unfamiliar place to avoid a blow to the head.
8. Have child use hand in front of face as protection when stooping.
9. Get parents and teachers together for instruction in the area of mobility. A regional workshop for this purpose is used in some states.
10. Take children to a large vacant lot to run. Let them run, fall, spin, turn over, etc. A football field is a good place for this type of activity.
11. What the child accomplishes is more important than the method used.
12. Mobility should be an over-all school project. The kindergarten room is of great importance in setting the tone for a successful program.

The topic for the third workshop session was art and crafts. Emphasis was placed on creativity, experimentation with art materials, self expression, recreational pleasure, and relaxation. The primary objective of the program is not the end product; rather, the learning and physical development involved.

Areas discussed were: papier-mache—rolled and mashed; crayon coloring—mass, stencil, and melted crayon; finger painting; clay and home-made modeling materials which do not require firing. Waste and discard materials can be used effectively. Such materials include bottle caps, boxes, buttons, feathers, macaroni, magazines, seeds, egg shells, cereal, yarn and weeds.

Some indications of improvement in art include: child gives evidence of personal pleasure from his art work, shows originality and imagination, displays improvement in motor control, finds release of tension through art media.

The members of this workshop visited the parent workshop and the pre-school workshop.

The group expressed an interest in sharing ideas through a round-robin letter.

Officers Serving 1962 Convention

Chairman—Mary Osborne, Iowa Braille and Sight Saving School, Vinton, Iowa

Co-Chairman—Marie E. Buchmann, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis, Missouri

Recorder—Grace Ryal, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis, Missouri

Newly Elected Officers to Serve For the 1964 Convention

Chairman — Florence I. Travis, Perkins School for the Blind, Watertown, Massachusetts

Co-Chairman—Mrs. C. B. Holcombe, 511 Meadowview Drive, Jackson 6, Mississippi

Recorder—Mrs. Norma Reid, 1911 Mound Road, Jacksonville, Illinois

Registration

Janet A. Allen, 5724 South Street, Halifax, Nova Scotia, Canada, Halifax, Nova Scotia Public Schools

Marie E. Buchmann, 4977 Tholozan, St. Louis 9, Missouri, Missouri School for the Blind

Candus M. Smith, 7725 North College, Indianapolis, Indiana, Indiana School for the Blind

Mrs. C. E. Dennis, 703 Terrace Drive, Columbia, Tennessee, Visitor

Helena M. Drake, 5 Parker St., Watertown, Massachusetts, Perkins School for the Blind

Mrs. C. B. (Bertie) Holcombe, 511 Meadowview Drive, Jackson 6, Mississippi, Mississippi School for the Blind

Betty R. McKay, 108 Grayling Ave., Narberth, Pennsylvania, Overbrook School for the Blind

Mary Osborne, Iowa Braille and Sight Saving School, Vinton, Iowa

Grace Ryal, 5719 Bancroft, St. Louis 9, Missouri, Missouri School for the Blind

Catherine Thomas, J-15 Washington Terrace, Raleigh, North Carolina, North Carolina School for Blind and Deaf

Florence I. Travis, Perkins School for the Blind, Watertown, Massachusetts

LANGUAGE ARTS WORKSHOP

MR. JAMES EMERSON, *Chairman*

MR. GEORGE N. McCREA, *Co-Chairman*

MRS. NAOMI R. RODEN, *Recorder*

The members of this workshop chose to discuss the following topics:

Diagramming Blocks

Wooden blocks of various shapes are used to represent different parts of speech and enable the blind child to visualize diagramming. Mr. Burton from the American Printing House for the Blind felt that these blocks might be reproduced in hard rubber in various colors.

School Magazines

In the discussion there was some feeling that too much of the work must be performed by the teacher. Some schools coordinate magazine work with typing, and one combines magazine and year book.

Mobility and orientation

Since mobility was discussed throughout all the workshops and the general session, we confined ourselves to a discussion of how individual classroom teachers

could help erase blind mannerisms such as rocking, eye punching, etc. In addressing this group, Mr. Whitstock stressed the necessity of the individual being well informed before making his choice of the cane or the dog. His suggestion for correcting mannerisms emphasized individual and constructive ways of action.

Dramatics

Everyone agreed that blind children do need dramatics. In the grades, this need can be satisfied by creative work in the classrooms and additional holiday programs which do not necessitate involved braille and rehearsing.

At the high school level, an extra-curricular club could serve this need. Several members felt there was a definite lack of material available in braille, especially one act plays. It was agreed that selection of material for dramatization must be carefully adapted to the children participating.

Spelling

A summary was read from a research study entitled, "An Analysis of the Spelling Behavior of Braille-Reading Blind Children", by Mrs. Loree W. Godshall, who tested children in eight schools for the blind. In the summary, Mrs. Godshall stated that many children were better spellers in grade one braille than in grade two. This led to the conclusions that more stress should be given to grade two braille, that all work should be checked for spelling, and that written expression should be increased.

Spelling bees, exercises in phonics, and word games were used to stimulate interest, proficiency, and word usage.

Current reading matter for the blind

Several available magazines were recommended as supplementary reading for junior and senior high school. These were, *Galaxie*—a science-fiction magazine, *Teen Time*, *Matilda Ziegler*, and *Junior Natural History*. *Literary Cavalcade*, now in print only, was recommended highly for high school because of its varied literary content.

Since there were several members of the group who were primarily interested in foreign languages, a special late session was held at which enthusiasm was high for the formation of a separate Foreign Language Workshop. It was further agreed that the audio-lingual method should be more extensively used to keep pace with current practices. Mrs. Dougherty, Mr. Bledsoe, and Mr. Stapleton from the American Printing House for the Blind were present to determine what new materials they might furnish to further foreign language work.

RECOMMENDATIONS:

1. That the *Literary Cavalcade*, published by Scholastic Magazines, Inc., be embossed in braille at the American Printing House for the Blind.
2. That the special blocks for diagramming sentences, as devised by Mrs. Postlethwaite of the New York State School for the Blind, be further developed and reproduced in hard rubber of various colors.
3. That there be formed before the next Convention a separate Foreign Language Workshop.

Officers Serving 1962 Convention

Chairman—James D. Emerson, 607 Fairway Drive, Towson 4, Maryland

Co-Chairman, George N. McCrea, Overbrook School for the Blind, Philadelphia, Pennsylvania

Recorder—Mrs. Naomi R. Roden, 2449 Pioneer Ave., Pittsburgh 26, Pennsylvania

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mr. Anthony Ackerman, Perkins School for the Blind, Watertown 72, Massachusetts

Co-Chairman — Mrs. Loree W. Godshall, South Carolina School for the Blind, Spartanburg, South Carolina

Recorder — Miss Ada Banks, Maryland School for the Blind, Baltimore 36, Maryland

Registration

Mr. Anthony Ackerman, Perkins School for the Blind, Watertown 72, Massachusetts, Perkins School for the Blind

Miss Ada Banks, Maryland School for the Blind, Baltimore 36, Maryland, Maryland School for the Blind

Mrs. Nellie Kyle Boykan, North Carolina School for the Blind, Raleigh, North Carolina, North Carolina School for the Blind

Miss Fidela M. Clarete, Maryland School for the Blind, Baltimore 36, Maryland, Maryland School for the Blind

Mrs. Myrtle C. Crockett, 3320 Garner Rd., Raleigh, North Carolina, North Carolina State School for Blind and Deaf

Mrs. Willis E. Crockett, 132 Taggart Ave., Nashville 5, Tennessee, Tennessee School for the Blind

Mr. John R. Dietrich, 1157 West Lafayette Ave., Jacksonville, Illinois, Illinois Braille and Sight Saving School

Miss Margaret Durcan, 201 Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mr. James D. Emerson, 607 Fairway Drive, Towson 4, Maryland, Maryland School for the Blind

Mrs. Hildegard F. Foster, P. O. Box 65, Stanley, Kansas, Kansas State School for the Blind

Mrs. Loree W. Godshall, South Carolina School for the Blind, Spartanburg, South Carolina, South Carolina School for the Blind

Mrs. Marian L. Hillier, Florida School for the Blind, St. Augustine, Florida, Florida School for the Blind

Mr. Harold L. Hodges, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Eva Kilgus, 316 Westport Drive, Louisville 7, Kentucky, Kentucky School for the Blind

Mr. Albert Kriger, Louisiana School for the Blind, 1120 Gov't St., Baton Rouge, Louisiana, Louisiana School for the Blind

Mr. George N. McCrea, Overbrook School for the Blind, Philadelphia, Pennsylvania, Overbrook School for the Blind

Miss Judith McGalin, 101 Winnwood Rd., Little Rock, Arkansas, Arkansas School for the Blind

Mr. Armand Michaud, Perkins School for

the Blind, Watertown 72, Massachusetts, Perkins School for the Blind

Mrs. Frances C. Morrison, 2201 Byrd St., Raleigh, North Carolina, North Carolina State School for the Blind

Miss G. Mable Myers, 2206 Leona St., Austin, Texas, Texas Blind, Deaf, and Orphan School

Mrs. Naomi R. Roden, 2449 Pioneer Ave., Pittsburgh 26, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Clinton VanDevender, 4815 Maplewood Drive, Jackson, Mississippi, Mississippi School for the Blind

Miss Helen Wear, Illinois Braille and Sight Saving School, Jacksonville, Illinois, Illinois Braille and Sight Saving School

LIBRARY SCIENCE WORKSHOP

HELEN JOHNSON, *Chairman*

ADA LEE YELVERTON, *Recorder*

The LIBRARY WORKSHOP had three objectives:

1. To find sources of material for our school libraries.
2. To ask Miss Hooper to index the new catalogs.
3. To discuss American Library Association standards in reference to Schools for the Blind Libraries.

We were especially fortunate to have three regional librarians and a representative from the Library of Congress work with us. They gave us much needed help and information. Mr. Charles Gallozzi, from the Library of Congress, asks that all school librarians write directly to him or to Mr. A. D. Hagle, Resource Librarian, for information or materials we need. They welcome inquiries and suggestions.

Mr. Gallozzi was given a list of school librarians and agreed to send them lists of materials available and to send them materials they need. Librarians who are not listed with the workshop should write directly to him.

Miss Marjorie Hooper agreed to index all of the next catalog.

A committee was appointed to study the American Library Association Standards for School Libraries and adapt them to libraries of schools for the blind. This re-

port will be submitted to the 1964 convention for consideration and adoption. The committee is: Mrs. Marilyn Kuiper, chairman, Miss Tilloston and Mrs. Jeanne Orszag.

Officers Serving 1962 Convention

Chairman—Helen R. Johnson, Maryland School for the Blind, Baltimore 36, Maryland

Recorder—Ada Lee Yelverton, North Carolina State School for the Blind, Raleigh, North Carolina

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mrs. Marilyn Kuiper, 61 Evergreen Ave., Watertown, Massachusetts

Co-Chairman — Mrs. Annette R. Castle, Perkins School for the Blind, Watertown, Massachusetts

Recorder—Mrs. Jeanne Orszag, 715 West Willow St., Lansing, Michigan

Registration

Mrs. Annette R. Castle, Perkins School for the Blind, Watertown, Massachusetts

Mrs. C. G. Cross, Lincoln 6, Nebraska, Christian Record Benevolent Association

Mrs. Joy VanDevender, 4815 Maplewood Drive, Jackson 6, Mississippi, Mississippi School for the Blind

Mrs. Gretchen Gilles, 4145 Magnolia St., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Helen R. Johnson, Maryland School for the Blind, Baltimore 36, Maryland
Mr. Bernard Krebs, 1880 Broadway, New York 23, New York, Jewish Guild for the Blind

Mrs. Marilyn Kuiper, 61 Evergreen Ave., Watertown, Massachusetts, Perkins School for the Blind

Mrs. Effie Lee Morris, 166 Avenue of the

Americas, New York 13, New York, Library for the Blind of New York Public Library

Mrs. Jeanne Orszag, 715 West Willow St., Lansing 6, Michigan, Michigan School for the Blind

Mrs. Roy L. Yelverton, North Carolina State School for the Blind, Raleigh, North Carolina

MATHEMATICS WORKSHOP

ROBERT E. BRUCE, *Chairman*
WILBUR T. HASTINGS, *Co-Chairman*
MRS. LAURETTA RICE, *Recorder*

The theme for the series of Workshop meetings was "Modern Mathematics." The keynote speaker for the opening meeting was Dr. Robert E. Hendricks, Associate Professor of Education at the University of Miami. In his discussion, Dr. Hendricks mentioned the revolution taking place in school mathematics and the implications involved.

At the second meeting, Mr. G. Gilbert Scott of Los Angeles, California, presented aids for Structural Arithmetic. One of these, the Master Cube, consists of 8 pieces and can be used for retarded, blind and other exceptional children. Other devices were the Semi-cube, the Disc and Concentric Ring and the aid, "Are You as Bright as a Bunny?" Following Mr. Scott's presentation, we viewed some filmstrips in the field of Modern Mathematics.

At the third meeting, the teachers attending the Convention Workshops covering Elementary Grades One, Two and Three, were in attendance also. Dr. Hendricks returned to this meeting and discussed Modern Arithmetic programs that are being developed. The biggest revolution in Arithmetic is methodology. The need for meaningful Arithmetic is emphasized and two important goals are to know how to learn and to want to learn.

In conjunction with these presentations of Dr. Hendricks, there was an excellent display of textbooks in the field of Modern Arithmetic, and the Field of Modern Mathematics for the Secondary Schools.

Dr. Carson Y. Nolan, Director of Educational Research at the American Print-

ing House for the Blind, and Dr. Robert E. Bruce presented the program of the Schott "Individualized Mathematics." At the present time, this experimental program is being used in five pilot schools for the blind and will run for two more years in order to arrive at final conclusions. The program is an open-ended cyclic teaching method and uses the tools of the Numberaid, the Calculaid and five Summary Books in the topics of Counting, Addition, Multiplication, Subtraction and Division. This program allows for two evaluations a year as to the progress of each student. The program also allows each student to progress at his own rate.

The fifth meeting was devoted to a discussion of several posed questions. Some of our findings were that a study of the number systems, formula, inductive processes, estimation and proof should be present in all levels of the curriculum in Mathematics, K-12. In K-3, it is felt that the topics of the number systems, estimation, measurement and space should be given more emphasis. In the Intermediate Grades of 4, 5 and 6, there was agreement that formula, proof, inductive processes, approximation of measurements and space ought to receive greater attention. In the Junior High level, stress should be placed upon deductive reasoning and there should also be an extension of the other concepts. The same feeling was indicated by the teachers at the Senior High level. These concepts ought to be introduced at an early age and extended at each succeeding level. Such new concepts or topics as Sets might be introduced in Grade 4; and more Logic in the upper

grades. The old type of long division might well be de-emphasized as a method and the modern methods used. Both set theory and the spiral system in the elementary area might well be extended upward; and such topics as number systems, formula, inductive processes, estimation and proof might conceivably be extended downward. We feel that elementary and secondary level teachers can profit jointly through the use of outside speakers, workshops, and discussions of modern text materials. It is also felt that we might consider departmental arithmetic in the lower grades for Arithmetic and the use of the new and improved aids.

The last meeting was devoted to a review of the Nemeth Code as now being revised by the Advisory Committee to the Braille Authority. Mr. Bernard Krebs, Chairman of the Braille Authority, and Dr. Bruce led the discussion and presentation of a revised Code.

Officers Serving 1962 Convention

Chairman—Robert E. Bruce, Virginia School for the Blind, Staunton, Virginia
Co-Chairman—Wilbur T. Hastings, Tennessee School for the Blind, Donelson, Tennessee

Recorder—Mrs. Lauretta Rice, Iowa Braille and Sight Saving School, Vinton, Iowa

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Dr. Mae Davidow, 64th and Malvern Ave., Philadelphia 51, Pennsylvania

Co-Chairman—Warren C. Germain, 135 Riverside St., Watertown 72, Massachusetts

Recorder—Mrs. Lauretta Rice, 715 West 10th St., Vinton, Iowa

Registration

Robert E. Bruce, P. O. Box 385, Staunton, Virginia, Virginia School for the Blind
Jules Cote, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Dr. Mae Davidow, 64th and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Warren C. Germain, 135 Riverside St., Watertown 72, Massachusetts, Perkins School for the Blind

Wilbur T. Hastings, 2930 Lebanon Rd., Donelson, Tennessee, Tennessee School for the Blind

T. F. Huggins, 3524 West 10th St., Little Rock, Arkansas, Arkansas School for the Blind

Kenneth C. Kohr, 175 North Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Daniel Kopecky, 3906 Ridgelea, Austin, Texas, Texas School for the Blind

Mrs. Lauretta Rice, 715 West 10th St., Vinton, Iowa

Mrs. Bernice Speckt, 406 North Court St., Talladega, Alabama, Alabama School for the Blind

Lillian L. Trotter, 228 Church St., Sumter, South Carolina, Sumter District No. 17 Schools, Sumter, South Carolina

Donald C. Wilson, 120 Holcomb St., Hartford 12, Connecticut, Oak Hill School

MULTIPLE HANDICAPPED WORKSHOP

ELINOR LONG, *Chairman*

SHIRLEY HAHS, *Recorder*

The Workshop for the Multiple Handicapped was concerned with five major areas in its discussions during the 1962 Biennial Convention:

1. Mobility and Orientation
2. Problems of the Classroom Teacher
3. Some Considerations in Educational Programming
4. In-service Education for Teachers
5. Suggestions for Activities During 1962-64

Mobility and Orientation

The blind child with additional handicaps needs training in mobility and orientation, particularly if orientation is interpreted in its broadest sense to include social skills not necessarily related to travel. However, quite possibly such a youngster may not be capable of the degree of independent traveling which other blind children can attain. Since the additional disability may further complicate

the problem, teachers should carefully observe each child to determine how far he can progress in this area. A team approach must be used with multiple handicapped children — teacher, houseparent, other staff, and it should include the parents, who should be encouraged to carry on the child's program at home over weekends and vacation periods. Mobility and orientation may be taught through incidental as well as direct instruction; this is an effective approach for the multiple handicapped.

Problems of the Classroom Teacher

One of the problems which greatly concerned the workshop members was the obtaining of information regarding the child's background, psychological data, and medical data. Even in schools where such information was readily available to the teacher, it was mentioned that this was often inadequate. Specifically, the psychological data shared with the teacher often includes only a mental age and I.Q., without describing the child's reaction to the testing situation, or outlining in which subtest areas weaknesses were evident. It was also pointed out that teachers should use these reports only as guides, that with multiple handicapped children particularly, only the teacher's own experience in working with an individual can ascertain and frequently reveal the youngster's potential.

Another problem discussed was the tendency for teachers to be assigned unrealistic groups of multiple handicapped children. Administrators do not seem to take into consideration that these special classes must be small, the age and ability range more compatible. It was pointed out that in a class of ten children there are ten different problems, each of which has to be treated individually. In this connection it was suggested that administrators give serious thought to employing additional staff or volunteer workers for regular assignment with these special children. If volunteer workers are used, it is advisable that these persons be given a training program for this work.

The third issue was the planning for special class children at the secondary level. Time did not permit full discussion of this topic, but it was recommended that whenever possible these youngsters participate in the regular classes at the school, still maintaining the major portion of their

instruction in the special class. Work experience activities should be explored within the community.

Some Considerations in Educational Programming for Blind Children with Additional Handicaps

The Multiple Handicapped Workshop planned a special program which it shared with the Superintendents and Administrators Workshop in a joint session. The program was a panel discussion on the topic, "Some Considerations on Educational Programming for Blind Children with Additional Disabilities".

Mr. Samuel D. Milesky, Supervisor of Schools for the Blind and Deaf, Bureau for Handicapped Children, Wisconsin State Department of Public Instruction, outlined major needs of children with hearing losses, not including the deaf. Of primary importance is the need for thorough and competent evaluation of the type and degree of hearing loss and the child's speech. The training of the hard of hearing usually includes auditory training, sound discrimination, speech reading, speech correction and language training. If the child is also visually handicapped, he will have these same needs but the methods used in the training will require modification. Speech and hearing handicaps are common among blind children, and evaluation in these areas should therefore be common procedures in the schools, with the provision of speech and hearing therapy for those who need these services.

Mr. Walter D. Matheny, Director, Walter D. Matheny School, Peapack, New Jersey, discussed the child with neuromuscular handicaps. This type of youngster may present a combination of orthopedic difficulties, brain injury, mental retardation, hearing loss, speech disability, or emotional instability. Again, as with the hearing handicapped, the foremost need is a thorough and competent evaluation in all the areas in which the child may be affected, and a training program constructed according to the findings of qualified and experienced experts in these fields. Such evaluation, treatment, educational program and housing of the children is an extremely costly proposition — particularly for the severe cases. If the child also has a visual impairment he may be further hampered in his educational program by

deficiencies in tactual perception, which make braille proficiency difficult if not impossible.

Mr. Charles S. Napier, Psychologist, Royer-Greaves School for the Blind, Paoli, Pennsylvania, also stressed the need for more thorough evaluation of the child who is retarded and/or emotionally disturbed. He pointed out inadequacies in the present scales and in those who administer psychological tests to blind children with whom they are usually inexperienced. He stressed that educational programming must be highly individualized, that the basic fundamentals of living must be taught to these children where normal children acquire these naturally, that the educational environment must be conducive to the child's physical and mental well-being. Those who are found to be educable may frequently succeed in a regular school program, while those with more severe retardation should have more specialized training. The incidence of retardation and blindness seems to be increasing, and administrators all over the country must find some solution for these multiple handicapped children. Regional planning must be considered.

In-Service Education for Teachers

At the 1960 Convention in Nashville, the Multiple Handicapped Workshop emphasized the importance of special training in the various areas of exceptionality for teachers assigned to work with multiple handicapped blind children. During the biennium, the chairman and Executive Secretary explored several possibilities for initiating in-service workshops in conjunction with universities and schools for the blind. However, plans did not materialize prior to this convention, but valuable contacts have been made and it is hopeful that at least one special training program will operate in 1963.

SUGGESTIONS FOR ACTIVITIES

DURING 1962-64 **Interim Activities**

1. Newsletter—Miss Karen Coulson of Maryland School for the Blind will edit.
2. Teacher training activities to get underway — both regional workshops and college credit courses, as outlined in the workshop report of 1960.

Convention Activities

1. Demonstration of psychological testing of a multiple handicapped pupil.
2. Demonstration of teaching of children with multiple problems, combined with talks by authoritative persons in each field of exceptionality.
3. Discussion of multiple handicapped child from parent's and houseparent's point of view.
4. Field trips to centers for handicapped children in Boston area.
5. Keynote speaker to be shared with convention.

Officers Serving 1962 Convention

Chairman—Elinor Long, Dept. of Public Instruction, Box 911, Harrisburg, Pennsylvania

Recorder—Shirley Hahs, Box 982, Lake Ronkonkoma, New York

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Samuel Milesky, Bureau for Handicapped Children, State Dept. of Public Instruction, 122 Mifflin St., Madison, Wisconsin

Co-Chairman—Elinor Long, Dept. of Public Instruction, Box 911, Harrisburg, Pennsylvania

Recorder—Shirley Hahs, Box 982, Lake Ronkonkoma, New York

Registration

Esther M. Barbati, Oak Hill School for the Blind, Hartford, Connecticut, Oak Hill School for the Blind

Mrs. Natalie Barraga, Box 510, George Peabody College, Nashville, Tennessee, George Peabody College

John A. Belton, Johnstone Training and Research Center, Bordentown, New Jersey, Johnstone Training and Research Center

Jacqueline Coté, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Mrs. Karen E. Coulson, 231 E. University Parkway, Baltimore 18, Maryland, Maryland School for the Blind

Carolyn L. DeLappe, 3815 Magnolia St., St. Louis 10, Missouri, Missouri School for the Blind

Betty Dietrich, 1157 W. Lafayette, Jacksonville, Illinois, Illinois Braille and Sight Saving School

Priscilla J. Gooding, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Shirley Hahs, Box 982, Lake Ronkonkoma, New York, BOCES, Patchogue, New York

Robert Jeffers, 201 N. Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Dorothy W. Konrad, 279 St. George St., St. Augustine, Florida, Florida School for Deaf and Blind

Elinor Long, Dept. of Public Instruction, Box 911, Harrisburg, Pennsylvania, Pennsylvania Dept. of Public Instruction

Jane Lysaght, Perkins School for the Blind, Watertown, Massachusetts, Perkins School for the Blind

Samuel D. Milesky, Bureau for Handicapped Children, Dept. of Public Instruction, Madison, Wisconsin, Bureau for Handicapped Children

Mrs. June J. Morgan, 1106 W. Peachtree N.W., Atlanta 9, Georgia, Foundation

for Visually Handicapped Children

Emma H. Minturn, Maryland School for the Blind, Baltimore 18, Maryland, Maryland School for the Blind

Josephine Pace, Oak Hill School for the Blind, Hartford, Connecticut, Oak Hill School for the Blind

Vera Pittam, Ontario School for the Blind, Brantford, Ontario, Canada, Ontario School for the Blind

David Reagan, Missouri Bureau for the Blind, Jefferson City, Missouri, Missouri School for the Blind

Jane Stevens, Box 420, Galveston, Texas, Moody State School for Cerebral Palsy

Pamela Wu, Maryland School for the Blind, Baltimore 36, Maryland, Maryland School for the Blind

Jane Yu, 2505 List Ave., Baltimore 14, Maryland, Maryland School for the Blind

MUSIC WORKSHOP

MISS HORTENSE FORMAN, *Chairman*

MISS MARY DAVIS, *Co-Chairman*

MISS ELEANOR W. THAYER, *Recorder*

The Welcome address to the 17 persons in attendance at the morning session of the Workshop was given by the chairman, Miss Hortense Forman of the Tennessee School for the Blind. Those attending the workshop identified themselves after which Miss Forman outlined the agenda for each workshop session of the present convention. Minutes of all workshop meetings of the Donelson, Tennessee AAIB Convention in 1960 were read by the recorder, Miss Eleanor W. Thayer. Reports on regional festivals and workshops were given by Mr. John Grapka of the Eastern division and Mrs. Elizabeth Ashcraft of the Mid-Atlantic division. Miss Forman filled in with reports of the Southern, North Central, South Central, Central, Western and Southwestern divisions.

Members from the various schools reported on their musical activities entailing competitions with sighted schools within their own city, county or state. The general consensus of opinion was that competitions and festivals with sighted pupils for instrumental music and girls, boys, and mixed choral groups—in some cases on a rating schedule—were excellent in that pupils' work was raised and good public relations were established.

A short discussion on the regional divisions made in 1960 brought forth suggestions for problems in the area of integrated and non-integrated schools. A further discussion on zoning was left for future workshop sessions.

The morning session concluded with a request from the chairman for written suggestions of things to be done during this biennium.

The second Music Workshop session was of an hour duration due to the late beginning and an early conclusion so that the dining room, where the workshop met, could be readied for dinner.

The group discussed Mobility and its relation to music programs for concerts and recitals. First under consideration was the correct procedure for piano and other instrumental soloists to move onto the stage, to the piano or to the center of the stage, and then to exit, whether the pupil is guided by a teacher or fellow pupil, or travels by himself. Some schools use props such as rubber runners, a mat or a rug. The Iowa school permits pupils to use canes and travel on their own when in competition with sighted students. The

North Carolina School, where the staff has had an in-service training program on travel, does not permit the use of canes.

The group next considered the mobility of choral groups, whether in concerts in their own school or away from home at competitions. Procedures were discussed relating to the curtain on stage (opened or closed), gowns and risers. The best procedure was to follow the person in front without helping the pupil following behind, and to use sighted pupils as leaders for each entering row. It was stressed that we as teachers should teach our pupils independence in mobility while they are with us in our classes.

At the opening of the third workshop session, Miss Forman, chairman, appointed the Nominating Committee for the 1962-1964 biennium.

Nominating Committee:

Miss Mary Davis, Chairman, North Carolina School for the Blind

Mrs. Muriel Mooney, New York State School for the Blind

Mrs. Annie Mae Tatum, Alabama School for the Blind

A letter from Maurice Olsen, General Executive Secretary of the AAIB, to Miss Forman was read relating to the formation of a speakers bureau in our field of the education of visually handicapped children. Any music workshop member willing to serve as a speaker to schools, colleges and clubs concerning the field of music, was requested to sign up to-day in the workshop, for this project.

The remainder of the session was devoted to the playing of tapes from the Iowa Braille and Sight Saving School with comments by James Grupp and from the Royer Greaves School for the Blind with comments by Mrs. Ann Perry.

The fourth workshop session was devoted to a discussion of Sister Mary Mark's and Miss Leonore McGuire's "Read, Remember and Play", a method of teaching piano braille music to children. This was followed by a discussion and evaluation of Kenneth Heim's testing program of a musical intelligence test which had been formulated by Herbert Wing of Sheffield, England. This test, which has not been evaluated for the blind, was administered at the Tennessee School for the Blind and at the Iowa Braille and Sight Saving School.

Miss Forman read a letter from Mr. Maurice Olsen concerning the feasibility of the loan, from the Library of Congress, of braille music, textbooks and "other materials" to persons in need of such help. The workshop group felt that there was a need for fingering charts for instrumental music.

The session next took a forward look towards forthcoming projects for the next biennium: growth in numbers; growth in stature; a possible professional bibliography for teachers and student teachers; and demonstrations of mobility in braille music reading for other teacher groups and students in sighted schools.

The meeting ended with the reading of the rearranged regional grouping for the next biennium. It was suggested that a Superintendent attend regional meetings so that the group might obtain immediate advice concerning the carrying out of proposed plans for future regional music gatherings.

The Report of the Nominating Committee, Miss Mary Davis, Chairman, Mrs. Muriel Mooney and Mrs. Annie Mae Tatum, was read, accepted, and unanimously approved. The new officers for the 1962-1964 biennium are:

REPORT OF THE NOMINATING COMMITTEE

Chairman
Co-Chairman
Recorder

Miss Eleanor W. Thayer
Mrs. Dorothy Goodenough
Mrs. Muriel Mooney

Regional Chairmen:

Eastern: Dr. Harold Gilbert
Ontario
Connecticut
Perkins
N. Y. Institute
Overbrook

Western Pennsylvania
Maryland
N. Y. State School
Royer-Greaves
Lavelle

Central: Mr. Glen Sloan

Missouri
Illinois
Indiana
Ohio

Kentucky
Michigan
West Virginia

North Central: Mr. James Grupp

North Dakota
South Dakota
Wisconsin

Nebraska
Minnesota
Iowa

Southern: Miss Hortense Forman

Florida
Louisiana
Mississippi

Alabama
Tennessee

Mid-Atlantic: A. M. White

Virginia
Georgia

North Carolina
South Carolina

South Central: Mr. Raymond Sykes

Oklahoma
Arkansas

Texas
Kansas

South Western: Mrs. Sylvia Howell

Arizona
New Mexico

Colorado

Western: Mr. Robert Sherman

Washington
Idaho
Montana
California

Oregon
Utah
Vancouver, B. C.

Portions of tapes from the festival of North and South Carolina Schools for the Blind, from Perkins School for the Blind, the N. Y. Institute for the Education of the Blind, Ontario School for the Blind, and the Colorado School for the Blind were played.

During the course of this session Miss Marjorie S. Hooper and Mrs. Blanche Dougherty of the American Printing House for the Blind visited the group and inquired if we had any questions to be answered. Miss Hooper advised the group that new lists of music would be ready in the fall. She requested the newly appointed chairman to send a list of recommended music to the approval committee of the music workshop and then send it on to APH.

The final and sixth Music Workshop session proved to be our richest session. The group felt that beginning the workshop on time, early in the morning, gave

us time to discuss methods of our music education programs from elementary grades through high school in all phases—braille music notation, choral groups, rote and note learning, piano, organ, instruments, band, and combo and pops groups.

Five guests of the Sigma Alpha Iota musical fraternity who serve as music teachers in the Miami public schools to some 35 to 45 pupils were present. Their presence stimulated the group in the discussion of methods of music education.

The session concluded with the following recommendations: That there be one meeting at the next biennium between the Physical Education group in cooperation with the Music Workshop group in the field of Mobility pertaining to folk dancing, social dancing, marching and rhythms; and That steps be taken to initiate a Braille Music Notation program in one of the colleges so that college people in the

field of music may receive adequate training in Braille Music Notation with credit and certification.

Officers Serving 1962 Convention

Chairman—Miss Hortense Forman, Tennessee School for the Blind, Donelson, Tennessee

Co-Chairman—Miss Mary Davis, North Carolina School for the Blind, Raleigh, North Carolina

Recorder—Miss Eleanor W. Thayer, Perkins School for the Blind, Watertown 72, Massachusetts

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Eleanor W. Thayer, Perkins School for the Blind, Watertown 72, Massachusetts

Co-Chairman—Mrs. Dorothy Goodenough, Texas School for the Blind, Austin, Texas

Recorder—Mrs. Muriel Mooney, New York School for the Blind, Batavia, New York

Registration

Mrs. Elizabeth Ashcraft, Raleigh, North Carolina, North Carolina School for the Blind

Miss Elizabeth B. Bailey, 3247 Oak Drive, Huntington Valley, Pennsylvania, Royer-Greaves School, Paoli, Pennsylvania

Mrs. Esther B. Beadwell, Box 474, Orange Park, New York, New York State School

for the Blind

Miss Janet Clary, 5217 7th Drive, Bradenton, Florida, No school

Miss Mary Davis, Raleigh, North Carolina, North Carolina School for the Blind

Mrs. Earl Edgell, Romney, West Virginia, West Virginia School for the Blind

Miss Hortense Forman, Donelson, Tennessee, Tennessee School for the Blind

John Grapka, Batavia, New York, New York State School for the Blind

James Grupp, Vinton, Iowa, Iowa Braille and Sight Saving School

Mrs. Muriel Mooney, Batavia, New York, New York State School for the Blind

Miss Phyllis Nesbit, Vinton, Iowa, Iowa Braille and Sight Saving School

Miss Helen W. Smith, 21-15 Nebraska, Kansas City, Kansas, Kansas School for the Blind (Retired)

Mrs. Annie Mae Tatum, 413 Second St., Talladega, Alabama, Alabama School for the Blind

Miss Eleanor W. Thayer, Watertown 72, Massachusetts, Perkins School for the Blind

Miss Grace Towsley, 643 Parsells Ave., Rochester, New York, New York State School for the Blind

Mrs. Etta Vogts, Baltimore 36, Maryland, Maryland School for the Blind

Miss Halina Zytikiewicz, 999 Pelham Parkway, New York, New York, New York Institute for the Blind

ORIENTATION, MOBILITY AND TRAVEL

BEATRIX BAIRD, *Chairman*
HERBERT D. ANGUS, *Recorder*

This report should be prefaced by the following bit of apologetic and pertinent information. The number of people who participated in this workshop group was quite small. Several valuable resource people who were present at the first meeting were not able to participate in subsequent sessions because of other convention obligations. It is reasonable to assume that these proceedings would be more gratifying if various summer commitments had not kept other interested persons busy at other necessary tasks.

The group devoted much discussion to teaching mobility to younger blind children and agreed that teaching the use of the

cane should be reserved for mobility specialists. When a blind child is physically mature enough to master necessary motor skills, and mentally mature enough to make safe and proper decisions for independent travel in an uncontrolled environment, then he is ready to learn to use a cane.

Just what is the nature of mobility training for younger blind children? All blind children are different and have different concepts of their environment. Helping them fill gaps in their environment and develop accurate concepts is a most necessary part of their training. Many blind children are not very curious

about their surroundings and must be stimulated in the realm of curiosity. They must be taught to seek, gather, and sort information which is necessary for being properly oriented and independently mobile.

The medium of play is found to be a most effective learning school for teaching specific mobility skills. Blind children respond well to listening games requiring identification and localization of sounds, hiding and searching games which employ both listening and independent exploration, and running games which make free, quick and independent movement a part of the child's play experience.

This group feels that there is a great need to provide parents of pre-school blind children with information and skills which will enable them to give their young blind child many and varied play experiences.

This workshop has set the following objectives for the 1962-64 biennium: 1. To hold a mobility workshop in each of the West, Southeast, Midwest, and Northeast or Middle Atlantic areas of the United States. 2. To circulate a newsletter in the field of orientation, mobility and travel. 3. To expand the bibliography in the field.

Officers Serving 1962 Convention

Chairman—Beatrix Baird, Maryland School for the Blind, Baltimore 36, Maryland
Co-Chairman—Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida

Recorder — Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Beatrix Baird, Maryland School for the Blind, Baltimore 36, Maryland

Recorder — Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida

Registration

Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida, Florida School for Deaf and Blind

Beatrix Baird, Maryland School for the Blind, Baltimore 36, Maryland, Maryland School for the Blind

Norma Claypool, 206 Teece Ave., Pittsburgh 2, Pennsylvania, Ohio Township School Resource Teacher

Mrs. Marion Green, 17th & Lindley Sts., Philadelphia, Pennsylvania, Logan Public School

Ross Huckins, 3001 Derby St., Berkeley, California, California School for the Blind

Rose McGuire, 232 Park, Jacksonville, Illinois, Illinois Braille and Sight Saving School

Doris Nicholas, 1417 59th St. North, St. Petersburg, Florida, Perkins School for the Blind

Mrs. Doris Sausser, 15 West 16th St., New York, New York, American Foundation for the Blind

Robert Whitstock, Seeing Eye, Inc., Morristown, New Jersey, Seeing Eye, Inc.

Arthur Voorhees, 15 West 16th St., New York, New York, American Foundation for the Blind

PARENTS WORKSHOP

MRS. WILLIE T. BENNETT, *Chairman*

The Parents Workshop of the 46th Biennial Convention of the American Association of Instructors of the Blind, in its first convention as a full-fledged workshop, is happy to report seven members attended the convention. All were eager to learn more about the work that parents can do in AAIB. All of our workshops were informal with key people speaking to us at each meeting. A discussion period was held after each speaker with all parents participating.

At our first workshop, Mr. J. M. Woolly, Superintendent of the Arkansas School for the Blind, spoke to us on the need of the schools to have parents in AAIB. Parent membership and work in AAIB were fully discussed.

Our second workshop was devoted to mobility. Miss Beatrix Baird, Maryland School for the Blind, discussed with us our many problems in this field.

Our third workshop was a joint meeting with houseparents. Dr. George Heltzell, Superintendent, Missouri School for the Blind, was our speaker at this meeting. Dr. Heltzell spoke to us on the need of more understanding cooperation between parents and houseparents. Many fine points were brought out which will be of great benefit to both parents and houseparents. We were urged to go home and try to interest more parents in becoming members of AAIB.

Our fourth workshop session was left open so that parents could attend the workshop of their choice. It was decided, however, to ask Dr. Heltzell to come to us for a general discussion period.

Our fifth workshop was led by Dr. Francis Andrews, Superintendent of the Maryland School for the Blind. At this meeting we were honored with a visit from the Kindergarten Workshop. Those visiting were:

Helena M. Drake
5 Parker Street
Watertown, Massachusetts

Florence I. Travis
Perkins School for the Blind
Watertown, Massachusetts

Betty R. McKay
Overbrook School for the Blind
Philadelphia, Pennsylvania

Marie E. Buchmann
Missouri School for the Blind
4977 Tholozan
St. Louis 9, Missouri

Janet A. Allen
Halifax Public Schools
5724 South St.
Halifax, Nova Scotia, Canada

Dr. Andrews talked with us on discipline of our children and the danger of not discussing our home problems with our school superintendent. This is especially true, he said, if these problems in any way might adversely affect the disposition of our children to the point that it would harm their school work. Dr. Andrews suggested that we let our children decide upon the kind of work they will do when they finish school. It is not wise, he said, for parents to insist upon a college education unless the child has an above average I.Q.

Our sixth workshop was led by Mr. L. P. Howser, Kentucky School for the Blind. Mr. Howser discussed and demonstrated several different ways of teaching blind

children to travel independently and gain confidence in themselves, and the importance of good table manners. He stressed the importance of beginning all these things when the children are very young. He stated further the importance of not teaching the use of the cane until the child is ready. The determination of that time should be left to the school where he will be trained by a competent travel instructor.

A regional drive-in conference was planned for the summer of 1963. Two schools have invited us to hold our drive-in conference at their school. The time and place have not as yet been decided.

An all-out membership drive for more parent members in AAIB was planned.

Our recommendation committee headed by Mr. Michel J. Filippi, Chairman, would like to recommend the following:

1. The Parents Workshop recommends that the AAIB consider the following in terms of its long-term program for advances in training leading to future advantages for the visually handicapped: That the AAIB investigate and review the needs, requirements, and curricula leading to the development of necessary skills and techniques to permit the visually handicapped to participate professionally in the fields of automation and Automatic Data Processing Systems (ADPS).
2. That the AAIB sponsor a regional drive-in conference for parents of visually handicapped children.
3. That the AAIB sponsor an all-out parent membership drive.

Mrs. Willie T. Bennett, Chairman
Arkansas School for the Blind
Little Rock, Arkansas

Mrs. Chris Walle
Box 31, RFD
Kiester, Minnesota

Mrs. William C. Hammer
4909—55 Place
Hyattsville, Maryland

Mrs. Leona DeSalle
1450 N. Robertson
New Orleans 16, Louisiana

Mrs. James Walker
2422 West 25th Street
Pine Bluff, Arkansas

Mr. and Mrs. Michel J. Filippi
4231 Oglethorp
Hightsville, Maryland

Officers Serving 1962 Convention

Chairman—Mrs. Willie T. Bennett, Arkansas School for the Blind, Little Rock, Arkansas

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mrs. Willie T. Bennett, Arkansas School for the Blind, Little Rock, Arkansas

Co-Chairman—Mrs. Grace Walle, Iowa Braille and Sight Saving School, Vinton, Iowa

Recorder — Mrs. Gloria Hammer, Maryland School for the Blind, Baltimore 36, Maryland

Registration

Mrs. Willie T. Bennett, Arkansas School for the Blind, Little Rock, Arkansas

Mrs. Leona DeSalle, 1450 North Robertson, New Orleans 16, Louisiana

Mr. and Mrs. Michel J. Filippi, 4231 Oglethorpe, Hightsville, Maryland

Mrs. William C. Hammer, 4909 — 55 Place, Hyattsville, Maryland

Mrs. James Walker, 2422 West 25th St., Pine Bluff, Arkansas

Mrs. Chris Walle, Box 31, RFD, Kiester, Minnesota

PHYSICAL EDUCATION WORKSHOP

BOB YOUNG, *Chairman*

PAT FLORINE, *Co-Chairman*

DR. CHARLES BUELL, *Recorder*

During the 1961-62 school year the Physical Education Workshop conducted a national survey of physical fitness of blind children as compared to that for boys and girls who have normal vision. A panel of physical educators reported on the survey at a general session of the convention. This report will be found elsewhere in the Proceedings. The preparation of the report occupied the workshop for some hours. Since the time on the convention program was limited to 45 minutes, not all of the value could be included in the presentation, so some additions will be made here.

In addition to guide wires, some other methods of making running feasible for totally blind students were mentioned. Circular rails, whether inside or outside, are very good, but cost much more than wires. One teacher mentioned that she tied a cloth band to the belt of a totally blind student who ran around a circle in a gymnasium while the teacher held the other end high overhead at the center of the floor. A post outdoors or a moveable post indoors might serve the same purpose and free the teacher. All of these methods make it possible for a blind student to run independently. Another school reported success when totally blind boys followed a bicycle around a running track. A playing card was attached so that it

would make a clicking noise on the spokes of the back wheel.

The group sought to find a physical fitness test used for normal children that could also be fairly used with visually handicapped students. However, it became evident that the tests in common use would have to be modified before the fitness of blind children could be fairly measured. Although there was disagreement, the majority of the group felt that a modified test should not be approved at this time.

It was unanimously agreed that the AAHPER fitness test could not be fairly used for throwing and running events. Other tests mentioned also had similar faults.

One session was devoted to a discussion of mobility. Some highlights are mentioned here. A child should be encouraged to learn independent travel the first year he comes to physical education class from his academic classroom. The first year the physical education teacher will observe him and give assistance when absolutely necessary. During the second or third year, a child should be able to travel independently to the physical education class and the group recommends that this be encouraged. In addition to learning to travel independently about the campus in the primary grades, other practices are of

value. A contest can be run to see who can walk nearest to a wall without touching it. Another contest is to have children walk across the gym floor and attempt to come closest to the center of the opposite wall. Some schools have concrete paths on the baseball diamond and these are used by having students walk and later run around them. Metronomes, audible balls and other sounds are used for orientation beginning in the primary grades. A few schools have placed speakers in the corners of the gymnasium so that students can locate themselves, particularly in skating. One school's students ride bicycles around the gym near the wall. A card is arranged so that the clicking sound bounces back from the nearby wall. Students in another school follow the same sound about a large athletic field running behind the bicycle.

Another session was devoted to a discussion of activities for children in the second and third grades. One activity that is used in a number of schools is story games which are made up in some cases by the teacher and in others by the students. The children go through the action called for in the story. For example, "The bear climbed the mountain" might mean to climb up the traveling ladder. Some schools teach dancing and rhythm activities to both boys and girls at this age level. One activity mentioned was "limbo". Students pass under a stick bending backward without touching it. Each time the stick is lowered closer to the floor. This is done with music and the students who are not passing under the stick clap hands, stamp feet and make other motions. Some schools report success with playing music for calisthenics.

Simple exercises on apparatus are introduced at this age level: crossing the traveling ladder, climbing over parallel bars on which mats have been placed. Hanging and climbing activities should be stressed to increase the strength of arms. To develop confidence and courage students should be encouraged to jump from ledges and pieces of apparatus at increasing heights above the ground or floor. Balance beams can be used to good advantage by second and third grade boys and girls.

Almost all schools use some form of tag games mentioned in Buell's *ACTIVE GAMES FOR THE BLIND*. Races of various kinds are commonly conducted—run-

ning, crab walk, crawling, rolling and somersaults were mentioned. Relays are used by many schools for this age level. Partial undressing and dressing relays serve the purpose of speeding up this activity in daily life. For example, a student removes his shoes, carries them to the far wall of the gym, puts them on with proper knot tie and runs back to starting point. Hopping relays, sack relays, crawling relays, ball over and under were mentioned. A similar activity is conducted in this manner: players line up one behind the other and the last player crawls between the legs of all the other players, stands and calls "Dirty sock". This is the signal for the next player to do likewise.

Tumbling stunts are successfully taught at this age level. Blind children learn the same stunts as do children who have normal vision, but the method of instruction is often somewhat different and usually takes longer to reach the same point of perfection.

Stilt walking, hula-hoop whirling and jumping rope are other activities enjoyed by this age group. At least one school features steep hill hiking as a weekly activity.

Swimming should have already been started. At this age level it should be continued and additional water skills developed.

WORKSHOP RECOMMENDATIONS

1. A summer workshop in physical education for blind children should be sponsored by the AAIB within the next two years, with or without financial assistance from other organizations. Such a workshop should be held at a school for the blind with good physical education facilities located near a college or university from which academic credit could be secured. Some likely sites are schools for the blind in Philadelphia, Boston, Michigan, Tennessee, Texas and California. Such a workshop should be scheduled for a minimum of three weeks and preferably five or six weeks, including laboratory experience. A group of experienced physical educators of the blind should direct the activities of the workshop. Funds should be sought to cover the cost of some individual travel or other expenses. The workshop should be open to personnel in the public schools who actually conduct

physical education for blind children. At present there is no place where special training in the field can be obtained. Much knowledge is required to conduct an adequate program of physical education for blind children.

2. The group wishes to repeat its 1958 and 1960 requests that the AAIB more actively encourage the American Printing House for the Blind or any other organization or company to press forward in obtaining an audible ball suitable for wide use by blind children in America. A soccer ball and a 16-inch softball with radio sounding device or bell is most urgently needed. The ball must be able to withstand much batting and kicking and should emit a louder sound than the ball recently produced and offered for sale by the Royal National Institute for the Blind in England.

3. The AAIB should increase the funds given to publishing the physical education newsletter to \$70.00 annually. Increased circulation and rising production costs make this necessary. Dr. Charles Buell is to be highly commended for editing the workshop publication over a period of ten years. Physical educators should mail short items to Dr. Buell, 2722 Derby St., Berkeley, Calif.

4. All schools for the visually handicapped should make a real effort to obtain a running track 110 yards in length with at least four lanes each 42 inches wide and a minimum of two guide wires. More guide wires are desirable.

5. The bibliography prepared during the past year should be duplicated and distributed by the AAIB to interested persons. It is further recommended that this bibliography be made more complete and kept up to date from year to year by the recorder of the AAIB Physical Education Workshop.

6. The workshop urges the AAIB to sanction competitive activities for girls. This would be independent of the boys' associations and would stem from girls' play day regional activities. Organization can start at the fall Play Day and take place in the spring using 50 and 75 yard dashes; broad jump; three consecutive jumps; hop, step and jump; high jump; softball throw for distance and quarter mile run in partners with one being totally blind or having only light perception.

7. The AAIB should encourage the American Printing House for the Blind

to produce and offer for sale now the basketball goal sounding device which has recently been produced. Even without an audible ball this device has much value in aiding those without vision to more accurately toss a ball toward the goal. The sound of the ball bouncing on the backboard or rim or the lack of sound in a complete miss will tell a player much about the accuracy of his throwing. It may be many years before a good audible ball becomes available.

Women's Workshop Meeting

In one session, men and women met separately. Most of the women's time was devoted to a discussion of encouraging competitive athletics for girls and a national survey of facilities for girls and programs for girls today in schools for the blind. The results of the survey included information from questionnaires returned by 24 residential schools showing trends and possible activities. A need for added activities was shown in some areas. Copies of this extensive survey can be obtained from the author, Carol Wadell, Perkins School for the Blind, Watertown 72, Mass.

MEETING OF NATIONAL TRACK AND FIELD RULES COMMITTEE

Five new national records were presented with proper signatures and accepted as official. An application form was accepted and will be sent to all secretaries of athletic associations for convenience and speed in applying for new records. Applications should be sent to Dr. Charles Buell, 2722 Derby St., Berkeley, Calif.

The committee voted favorably to accept as official a list of records which will appear in the September issue of the Physical Education Bulletin.

It was recommended that jumping pits be at least 6 ft. wide and 15 ft. long. Other suggestions for improving rules were accepted or will be referred back to various associations for their reaction.

Officers Serving 1962 Convention

Chairman—Bob Young, Texas School for the Blind

Co-Chairman—Pat Florine, Indiana School for the Blind

Recorder—Dr. Charles Buell, California School for the Blind

**Newly Elected Officers to Serve
For the 1964 Convention**

Chairman—Carol Wadell, 175 North Beacon, Watertown, Massachusetts

Co-Chairman—Dr. Charles Buell, California School for the Blind, Berkeley, California

Recorder—Claude Ellis, 175 North Beacon, Watertown, Massachusetts

Registration

Dr. Charles Buell, California School for the Blind, Berkeley, California

Marilyn Dowling, Arkansas School for the Blind, Little Rock, Arkansas

Claude Ellis, Perkins School for the Blind, Watertown, Massachusetts

Pat Florine, Indiana School for the Blind, Indianapolis, Indiana

Zelda Geater, Maryland School for the Blind, Baltimore, Maryland

Moe Haralson, Tennessee School for the Blind, Donelson, Tennessee

Marie Hobson, Overbrook School for the Blind, Philadelphia, Pennsylvania

Carol Wadell, Perkins School for the Blind, Watertown, Massachusetts

Bob Young, Texas School for the Blind, Austin, Texas

PIANO TECHNICIANS WORKSHOP

JESSE G. MANLEY, *Chairman*

ROGER W. HELMLINGER, *Co-Chairman*

LOREN A. PELKY, *Recorder*

MRS. OLLIE H. HINER, *Observer*

Committee Chairmen appointed at the 1960 Convention of the AAIB presented preliminary drafts of (1) "Minimum Standards for the Housing of a Department of Piano Technology," (2) "Aptitude Tests for Prospective Students," (3) "Course of Study in Piano Technology," (4) "Uniform Standard Examination for Graduates in the Pre-Vocational Study of Piano Technology."

This Workshop's discussions dealt with the preliminary reports of each of the above committees and recommendations of additions and deletions were made by the Workshop delegates.

The Workshop Recorder was appointed by the delegates to compile a corrected draft of the reports given by the four committees. Copies of the corrected reports will be mailed to the Workshop delegates for the final correction and approval.

Following the delegates action, a final draft of each committee's report will be submitted to all the AAIB Administrators and the Instructors of Piano Technology.

RECOMMENDATIONS:

1. The Piano Technicians Workshop had a lengthy discussion regarding the problems of orientation and travel and recommend that, whenever possible, a sighted assistant should be

obtained for purposes of transporting the technician to and from the job and assisting him in his work, whenever the technician requests such aid.

2. Training in travel should be provided for each student as early as possible; including areas such as public vehicles, buildings and new areas, etc.

Officers Serving 1962 Convention

Chairman—Jesse G. Manley, Michigan School for the Blind

Co-Chairman—Roger W. Helmlinger, Ohio State School for the Blind

Recorder—Loren A. Pelkey, New York State School for the Blind

Observer—Mrs. Ollie H. Hiner, Virginia School for the Deaf-Blind

**Newly Elected Officers to Serve
For the 1964 Convention**

Chairman — Jesse G. Manley, Michigan School for the Blind

Co-Chairman—James W. Scoggins, Kentucky School for the Blind

Recorder — Loren A. Pelkey, New York State School for the Blind

Registration

Peter E. Balter, 501 Maryland, Baltimore, Maryland, Maryland School for the Blind
Winfred Caffey, 1252 Eastover Drive, Jackson, Mississippi, Mississippi School for the Blind

Sidney Durfee, 145 Beacon St., Watertown
72, Massachusetts, Perkins School for
the Blind

Frank L. Hoffmaster, Romney, West Vir-
ginia, West Virginia School for the Blind

Joseph B. Klosterman, Vinton, Iowa, Iowa
Braille and Sight Saving School

James A. Lee, 3815 Magnolia Ave., St.
Louis 10, Missouri, Missouri School for
the Blind

Jesse G. Manley, 715 W. Willow St., Lan-

sing, Michigan, Michigan School for the
Blind

S. W. McKinley, Austin, Texas, Texas
School for the Blind

Loren A. Pelkey, Richmond Ave., Batavia,
New York, New York State School for
the Blind

James W. Scoggins, 1867 Frankfort Ave.,
Louisville 6, Kentucky, Kentucky School
for the Blind

Theodore Walker, Donelson, Tennessee,
Tennessee School for the Blind

PRE-SCHOOL WORKSHOP

ANNETTE L. FREY, *Chairman*

The major source of interest among the members of the pre-school workshop was the dynamics involved in working with parents. It was emphasized that parents of pre-school children need concrete examples of what they could do to help their child and also some opportunity for meeting with other parents for the exchange of ideas and the understandable comfort of knowing there were others confronted with the same problems. Many states have instituted conferences for parents of pre-school children; there has been whole-hearted response to these sessions. The conferences vary in length from two days to two weeks.

The pre-school workshop was host to the kindergarten group in a display of

reading readiness materials, pamphlets for parents, and devices for teaching self-help skills.

Because of the lack of consistent attendance to the workshop, no officers were chosen for the interim period.

Registration

Sonya Austin, Tennessee School for the
Blind, Donelson, Tennessee

Annette L. Frey, Missouri School for the
Blind, St. Louis, Missouri

Mrs. Eileen Gerdes, Department of Special
Education, State Capitol, Lincoln, Ne-
braska

Harriette Kerr, Overbrook School for the
Blind, Philadelphia, Pennsylvania

PRIMARY GRADE I WORKSHOP

HARRIET M. PHILLIPS, *Chairman*
LORRAINE E. GREENE, *Co-Chairman*
LOIS SIVITS, *Recorder*

The group expressed interest in the following areas:

Textbooks, tangible materials as teaching aids, methods used in teaching contractions, seat work and the new arithmetic methods (i.e., the Schott and Stearns methods).

TEXTBOOKS: There was a discussion of textbooks now in use in schools for the blind. Several of the workshop members felt that the binding of the arithmetic

book, TWO BY TWO, was very inadequate because of heavy covers and loose-leaf makeup. It would seem that a more permanent binding with lightweight covers would be more satisfactory. Spiral-bound books also present problems as they very often come apart. Partially covering the outside spirals at the top and bottom will help to remedy this.

It was brought to our attention that the phonics drill book, UP THE SOUND LADDER, was in some cases being used on the

Kindergarten level to teach the alphabet. It was the consensus of the membership that since this book is primarily a phonics drill book, it should be used only to supplement pre-primers in the language arts program. The group felt that it would be beneficial to have some suggestions as to how this book should be used and in line with this, it was agreed to ask the authors to furnish this material. It was also noted that the book, *TOUCH AND TELL*, is designed as a reading readiness book to give practice in discrimination between braille symbols (called *PICTURES* not letters).

Teachers expressed a desire for braille stories about space and science fiction on the primary level.

ARITHMETIC: The group was able to attend other workshop meetings at which the Schott and Stearns arithmetic methods were described.

A workshop member from Overbrook reported on the use of some tangible materials of varying shapes and textures being experimented with as aids in teaching arithmetic.

MOBILITY: We were happy to welcome a representative from the panel on mobility. We are eager to cooperate in initiating such a program in our own classrooms.

PROJECTS: Two projects have been planned for the biennium. Workshop members have agreed to send descriptions of seat work activities which they have found successful to our former chairman and present consultant, Miss Harriet M. Phillips, who will compile and send them to workshop members and other teachers who request them.

During a discussion about the teaching of Grade 2 contractions, it was agreed that it would be profitable for teachers to have a list of contractions in the order in which they would best be taught. Such a list will be compiled by our present chairman, Miss Lois Sivits, from the lists sent in by workshop members, who will solicit suggestions from second and third grade teachers in their school to complete the primary lists. These lists will also be available upon request to Miss Sivits.

It was felt that the sessions have been profitable and we hope to hold at least

one regional workshop during the biennium.

Officers Serving 1962 Convention

Chairman—Harriet M. Phillips, Perkins School for the Blind, Watertown 72, Massachusetts

Co-Chairman—Lorraine E. Greene, Florida School for the Deaf and Blind, St. Augustine, Florida

Recorder—Lois Sivits Maryland School for the Blind, Baltimore, Maryland

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Lois Sivits, Maryland School for the Blind, Baltimore, Maryland

Co-Chairman—Lorraine E. Greene, Florida School for the Deaf and Blind, St. Augustine, Florida

Recorder—Alice Queensen, Missouri School for the Blind, St. Louis, Missouri

Registration

Irene Brannon, West Virginia School for the Blind

Catherine Cowen, Perkins School for the Blind

Opal Ellington, Tennessee School for the Blind

Beulah Flynn, Daytona Beach, Florida (student)

Lorraine E. Greene, Florida School for the Blind, St. Augustine, Florida

Ruth Harwell, Texas School for the Blind

Jessie Kennedy, Ontario School for the Blind, Brantford, Ontario, Canada

Ruth Lynch, Wisconsin School for the Visually Handicapped

Ruth Hall Mitchell, Tennessee School for the Blind

Josephine Moody, Florida School for the Blind

Edna B. Morgan, Overbrook School for the Blind, Philadelphia, Pennsylvania

Judith Palmer, Perkins School for the Blind

Harriet M. Phillips, Perkins School for the Blind

Alice S. Queensen, Missouri School for the Blind

Lois Sivits, Maryland School for the Blind

Catherine Thomas, Perkins School for the Blind

Jane Yu, Maryland School for the Blind

PRIMARY (GRADES 2-3) WORKSHOP

MISS EDNA SCHMIDT, *Chairman*
MISS EVELYN KAUFMAN, *Co-Chairman*
MRS. ESTELLE HAGOOD, *Recorder*

Some time was spent discussing common problems. An outgrowth of these discussions was the appointment of a committee to work on science units for primary grades. Mrs. Clara Pollock, Miss Evelyn Kaufman, and Miss Evelyn Sharrow agreed to serve on the committee. The committee attended one session of the Science Workshop and made the following report to the primary group.

We were pleasantly surprised to find that the Science Workshop had been discussing what the elementary school might do so that the work of the Junior and Senior High science program might be accelerated. Their program has been hampered because students:

1. Are unfamiliar with names and appearance of equipment as well as its use. (Examples — scales, thermometers, microscope, beaker, geiger counter, test tube, etc.)
2. Do not know how to handle equipment used:
 - a. Pouring from one container to another.
 - b. Cleaning equipment.
 - c. Learning how to place equipment so that it is not knocked over.
3. Need basic understanding of nature and beginning science on which to build.
 - a. What is a mouse? How many legs does it have?
 - b. What does warm-blooded mean? Cold blooded?
 - c. How do plants grow?
 - d. What is a solid, liquid, gas, etc.?
4. Have no true concept of such terms as: gram, cubic centimeter, solution, reaction, etc.
5. Need practice in experimentation.

The committee agreed to work during the next biennium on developing science materials for Primary grades. See science workshop report for planned research.

Mobility is a very real problem for the primary teacher. The group felt that much work is needed in this area.

The members of the Primary Workshop were invited to attend the mathematics workshop meetings at which problems of and programs for the primary grades were discussed (see report on mathematics workshop).

Miss Marjorie Hooper and Mrs. Blanche Dougherty from the American Printing House, discussed some of the publications problems at our fifth meeting. The group requested that the Printing House make anagrams, alphabet letters, and contractions for the spelling frames. The group recommended that the italic sign be deleted from all primary material through grade three, and that pronunciation signs be deleted from texts proper through grade three.

The members were requested to bring copies of books they felt should be put into braille to the 1964 convention for the approval of the group before a request for braille copies is made.

Officers Serving 1962 Convention

Chairman—Miss Edna Schmidt, 912 North Hawley Road, Milwaukee, Wisconsin

Co-Chairman — Miss Evelyn Kaufman, Overbrook School for the Blind, 64th St. and Malvern Ave., Philadelphia, Pennsylvania

Recorder—Mrs. Estelle Hagood, 10305 Walnut Bend Drive, Austin 5, Texas

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Edna Schmidt, 912 North Hawley Road, Milwaukee, Wisconsin

Co-Chairman — Miss Evelyn Kaufman, Overbrook School for the Blind, 64th St. and Malvern Ave., Philadelphia, Pennsylvania

Recorder—Mrs. Estelle Hagood, 10305 Walnut Bend Drive, Austin 5, Texas

Registration

Gerald Chambers, Maryland School for the Blind, Baltimore, Maryland

Lois Dargusch, 188 Oak St., Batavia, New York, New York State School for the Blind

Lynn Fraleigh, 140 Allston St., Medford, Massachusetts, Resource Braille Program
 Mrs. Estelle Hagood, 10305 Walnut Bend Drive, Austin 5, Texas, Texas School for the Blind

Mrs. Laura Hoffmaster, 261 North Antigo Place, Romney, West Virginia, West Virginia School for the Blind

Miss Evelyn Kaufman, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Joan Laverty, Huckleberry Hill, Lincoln, Massachusetts, Fernald State School

Luther Mitchell, 3100 Woodhome Ave., Baltimore 14, Maryland, Maryland School for the Blind

Mrs. Eleanor Nichols, 1622 Gartland Ave., Nashville 6, Tennessee, Tennessee School for the Blind

Mrs. Carl Nowell, 1252 Eastover Drive, Jackson, Mississippi, Mississippi School

for the Blind

Josephine Pace, 150 Holcomb St., Hartford, Connecticut, Oak Hill School for the Blind

Mrs. Clara F. Pollock, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Mrs. Frances Rector, 1402 C Avenue, Vinton, Iowa, Iowa Braille and Sight Saving School

Miss Edna Schmidt, 912 North Hawley Road, Milwaukee, Wisconsin, Benjamin Franklin School

Evelyn J. Sharrow, 24 Forsythe Ave., Brantford, Ontario, Canada, Ontario School for the Blind

Claire Stoker, 294 Concord Road, Bellerica, Massachusetts, Fernald State School

Frances Wiesenfeld, 3620 Southwest 14th St., Miami, Florida, Dade County Public Schools

PRINCIPALS WORKSHOP

BENJAMIN SMITH, *Chairman*

R. PAUL THOMPSON, *Co-Chairman*

DON L. WALKER, *Recorder*

The Principals Workshop at this convention had as items for its agenda a total of fifteen areas. As we began to discuss ways in which we might approach such a long list of individual items, it became apparent that many of them were inter-related and therefore could be consolidated into several broad areas.

In recognition of the high level of national interest in and concern with the development of standards and evaluation of curricula for visually-handicapped children, it was decided to devote the bulk of the time to this area. Major specific areas included in the discussions were Orientation and Mobility, Programmed Instruction, and the Teaching of Mathematics.

Following are the results of the discussions regarding the major areas listed above:

A. Curriculum

A quick survey showed that of nineteen schools represented, fourteen were approved by their state departments of public instruction, four were approved by re-

gional accreditation associations, and five were not approved by either.

The increased demands made upon all high school graduates by colleges and prospective employers dictates that we must maintain a constant effort to upgrade our curricula to meet these demands so that our students will be equipped to take their places as contributing members of a democratic society. With this in mind, the following resolutions were made regarding curriculum standards:

1. That we shall recommend as a standard for programs in the education of blind children the attainment of state accreditation of our curricula in each of our respective states.

2. That we shall seek accreditation of our curricula by the regional accrediting agency in whose jurisdiction each school is located.

3. That we shall strive diligently to determine standards for those additional course offerings, of both academic and non-academic nature, which will meet the special needs of our children. This includes such areas as orientation and mobility, braille, social skills, adjustment of the adventitiously blind adoles-

cent, and the certification of those persons who are unable to meet the requirements for graduation. Furthermore, we shall make a constant effort to maintain on our faculties, a sufficient number of qualified personnel to provide the above-named special services.

B. Orientation and Mobility

With Mr. Whitstock as resource person, the Principals Workshop explored various facets of orientation and mobility and reached the following general agreements:

1. The administration has the responsibility to see that an effective program of orientation and mobility is provided in the school, which shall include specific training for students and thorough training in the technique of the cane at an appropriate level.

2. All staff members, teachers and houseparents, have responsibility to help students in the development of skills in orientation and mobility.

3. We strongly urge the employment by each school of a normally-sighted person trained in the teaching of orientation and mobility, whose major responsibility is to take the lead in developing a program in this area. This person would serve both as a teacher of individuals and classes, and as a resource person to coordinate the work done in this area by other staff members.

4. The specialist in orientation and mobility should have the assistance of a blind person whose responsibility will be to help young children in the development of specific skills in orientation, and the fostering among these children of those attitudes which are conducive to the development and utilization of such skills.

C. Programmed Instruction

Mr. John Coffey of Battelle Memorial Institute, Columbus, Ohio, outlined the Battelle proposal for research in the field of programmed instruction for blind children. Inasmuch as this method has been shown to produce superior results in those cases where a comparison has been made with traditional instruction for sighted students, Battelle hopes to ascertain whether similar results might be obtained with blind students. The workshop members recommend that initial experiments with blind students be conducted in the areas of Language Arts and Social Studies.

Mr. L. Ernest Parmer, Principal of the Kansas School for the Blind, presented in-

formation about the Programmed Instruction materials which are being made available by the Friden Company of Kansas City. This material has had a limited trial by students of the Kansas School for the Blind, with some interesting possibilities being noted.

D. Mathematics

Dr. Carson Nolan from the American Printing House for the Blind, and Dr. Robert Bruce of the Virginia School for the Blind, presented a report and led in the discussion of modern arithmetic materials. The Printing House personnel are attempting to establish the value of this new approach, after which the materials will be made available to all of the schools. Initial results of this research are encouraging, but final evaluation cannot be made until the end of the project, two years hence. It will then be necessary for teachers to undergo a two-week training session under Dr. Schott before the material will be available to them. It is strongly urged that administrators in programs for blind children investigate the possibility of introducing into their curriculum this or a comparable program of modern mathematics instruction.

E. Other Areas

Miss Marjorie Hooper and other staff members of the American Printing House for the Blind attended the fourth workshop session, in which problems and recommendations regarding the production and distribution of materials by the Printing House were discussed.

Workshop officers were instructed by the group to write to the National Braille Club and express the willingness of the Principals Workshop to cooperate in the Braille Club's project of compiling sources and resources for teachers of the blind. Officers were further instructed to compile a list of all material desired by the Braille Club and to send a copy of this list to the Principal of each school.

Workshop officers were also instructed to compile a registry of the names and addresses of all Principals of Schools for the Blind in the United States and Canada. This registry will be printed and distributed by the Florida School for the Deaf and the Blind.

It is urged that Schools for the Blind provide some financial recognition to those staff members who attend the national AAIB Convention.

Officers Serving 1962 Convention

Chairman — Benjamin Smith, 175 North Beacon St., Watertown, Massachusetts

Co-Chairman — R. Paul Thompson, 846 20th St., Ogden, Utah

Recorder—Don Walker, Iowa Braille and Sight Saving School, Vinton, Iowa

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Don Walker, Iowa Braille and Sight Saving School, Vinton, Iowa

Co-Chairman—Walter E. Evans, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis 10, Missouri

Recorder—R. K. Harley, North Carolina School for the Blind, Raleigh, North Carolina

Registration

S. W. Brannon, Romney, West Virginia, West Virginia School for the Blind

J. E. Chiles, 2600 West Markham, Little Rock, Arkansas, Arkansas School for the Blind

William J. McConnell, 601 Airport Boulevard, Austin, Texas, Texas Blind, Deaf and Orphan School

M. H. Crockett, 3320 Garner Rd., Raleigh, North Carolina School for Blind and Deaf

William F. Davis, 1867 Frankfort Ave., Louisville 6, Kentucky, Kentucky School for the Blind

W. S. Davis, 25 Madeira Drive, St. Augus-

tine, Florida, Florida School for the Deaf and the Blind

O. R. Denton, 115 Stewart's Ferry Rd., Donelson, Tennessee, Tennessee School for the Blind

Bill English, 510 Robin Rd., Staunton, Virginia, Virginia School for the Blind

Walter E. Evans, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Wilber H. Fulker, 627 North Pleasant, Colorado Springs, Colorado, Colorado School for the Deaf and Blind

Searcy Ewell, 4701 West 20th, Little Rock, Arkansas, Arkansas School for the Blind

R. K. Harley, North Carolina School for the Blind, Raleigh, North Carolina

Julia L. Hayes, 120 Holcomb St., Hartford, Connecticut, Oak Hill School for the Blind

Joseph J. Kerr, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Dean North, 1526 South Grant St., Aberdeen, South Dakota, South Dakota School for the Blind

Ernest Parmer, 2329 North 21st, Kansas City, Kansas, Kansas School for the Blind

Benjamin F. Smith, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

B. Q. Scruggs, 800 South St., Talladega, Alabama, Alabama School for the Blind

Ida M. Theus, 2465 Harding Blvd., Baton Rouge, Louisiana, Louisiana School for the Blind

R. Paul Thompson, 846 20th St., Ogden, Utah, Utah School for the Blind

Don Walker, 1002 G Ave., Vinton, Iowa, Iowa Braille and Sight Saving School

SCIENCE WORKSHOP

HUGH D. JOHNSON, *Chairman*

ESTHER A. C. MURRAY, *Co-Chairman*

K. L. MEADOR, *Recorder*

The Science Workshop group decided that in order to facilitate Orientation and Mobility in the Science classroom, there should be a closer co-ordination between elementary and secondary school programs. An effort to help bring about this co-ordination was started by this group with the introduction of a Science Kit to be used by pupils of the lower grades to help them

develop the desired scientific skills needed for successful growth in secondary Science programs.

The Chairman and Co-Chairman of this group will work together to produce a model kit to be tested by elementary pupils in various schools. A newsletter giving the details of this experimental project

will be sent to all schools engaged in teaching the blind.

It was moved by Mrs. Alma Schulte and seconded by Miss Esther Murray (re Mr. Olsen's suggestion about the preparation of a bibliography) that, since the Executive Office has the addresses available, Mr. Olsen write all National and State Transcribers for lists and materials transcribed in braille, clear type, and recorded. This list to be made available to our workshop. Motion carried.

A list of experiments prepared by Mr. Francis Lewis will be examined by the members of the workshop and a report on the experiments will be sent to the Chairman by the end of Fall 1962.

Mr. Charles Woodcock, Superintendent of the Oregon School for the Blind, visited our workshop and answered several questions concerning "Orientation and Mobility" in the science classroom. He emphasized that Mobility training should begin as early as possible. Another visitor was Mr. Charles Stapleton, Field Representative of the American Printing House for the Blind. He readily consented to look into the possibility of adapting certain scientific apparatus for braille use.

RECOMMENDATIONS:

1. That in the next biennial meeting the primary and intermediate groups coordinate their Science Programs with the Science Workshop.
2. A budget of \$150 requested for the production and distribution of Science Kits to be used by pupils with visual handicaps. The purpose of these kits is to develop the pupils' initiative, independence, confidence and competence; to provide a means by which mobility may be facilitated.

Officers Serving 1962 Convention

Chairman — Hugh D. Johnson, Maryland School for the Blind, Baltimore 36, Maryland

Co-Chairman—Esther A. C. Murray, Ontario School for the Blind, Brantford, Ontario, Canada

Recorder—K. L. Meador, Texas School for the Blind, Deaf, and Orphan, Austin, Texas

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Vernon Lustick, 134 F Ave., N.W., Cedar Rapids, Iowa

Co-Chairman—K. L. Meador, Texas School for the Blind, Deaf and Orphan, Austin, Texas

Recorder—Alma M. Schulte, 1324 Wells, Webster Groves 19, Missouri

Registration

F. E. Lewis, Texas School for the Blind, Austin, Texas

James W. Graeff, Michigan School for the Blind, 715 West Willow, Lansing 6, Michigan

K. L. Meador, Texas Blind, Deaf and Orphan School, Austin, Texas

Hugh Johnson, Maryland School for the Blind, Baltimore 36, Maryland

Mrs. Alma M. Schulte, Missouri School for the Blind, St. Louis 10, Missouri

Micheal J. Filippi, President, P.T.A., Maryland School for the Blind, Baltimore 36, Maryland

Ross Huckins, California School for the Blind, Berkeley, California

Miss Esther A. C. Murray, Ontario School for the Blind, Brantford, Ontario, Canada

Vernon Lustick, Iowa Braille and Sight Saving School, Vintou, Iowa

Visitors:

Mrs. Clara Pollock, Overbrook School for the Blind, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania

Miss Evelyn J. Sharrow, Ontario School for the Blind, Brantford, Ontario, Canada

SOCIAL STUDIES WORKSHOP

W. C. KENNARD, *Chairman*

A small group of Social Studies teachers was on hand to form a workshop. Since there were a few of us, we decided that those who only taught the elementary grades could combine with those who

taught the high school classes and discuss our mutual problems.

Since our previously elected chairman could not attend this convention, Mr. W. C.

Kennard of the Perkins School agreed to act as Chairman. Once organized we elected a new slate of officers to work hard to secure a good representation of Social Studies teachers at our next convention. We plan to develop as much interest in the value of our subjects as we can in the meantime.

The Social Studies group took up the problem of better maps for the use of blind students. We agreed that good maps are hard to secure. Those that are available are both expensive and hard to use. It was pointed out that there is a great need for a system of uniform symbols on maps for the blind. In our talk with the representatives of the American Printing House for the Blind, we learned that some of our desired improvements are being worked out at Louisville.

The group felt that the knowledge of World Geography, economic and social as well as physical, is not being emphasized enough in high school grades. With our country operating on a world basis, it is more and more necessary to stress the social and economic factors in the world that influence our everyday lives. Some members advocated a compulsory course in geography for juniors or seniors in high school. Others suggested that this information could be stressed more in our American History or European History classes. This might also be made a part of courses in Problems of Democracy.

It was pointed out by several members that an adequate or mature text for the Problems of Democracy, if taught to high school seniors, was necessary. Of course we all realized that contemporary magazine articles can be used with great value in this course. Again we were reassured by the APH representatives that a revision of a Problems of Democracy text is being undertaken and should soon be available.

We all agreed that better coordination in the teaching of Social Studies can be secured. The chief reason for this is to prevent duplication of main ideas, especially in American History. Many com-

plained that students in the senior classes remark that they have had all of this before. Some of us find it profitable to commence senior or junior American History courses at the French and Indian Wars. Otherwise the school year does not allow adequate time to complete American History up to the present administration.

Again because of our world conditions, it was suggested that a new type of World History could be developed for use by high school students.

We all agreed to endeavor to stress the value of our subjects to the administration forces of our schools. We also agreed to seek the cooperation of the teachers of English and Foreign Languages.

Officers Serving 1962 Convention

Chairman—W. C. Kennard, 17 Ruby Ave., Marblehead, Massachusetts

Newly Elected Officers to Serve For the 1964 Convention:

Chairman—W. C. Kennard, Perkins School for the Blind, Watertown, Massachusetts

Co-Chairman — Mrs. Doris Northington, Tennessee School for the Blind, Donelson, Tennessee

Recorder—Wilbur Gilles, Missouri School for the Blind, St. Louis 10, Missouri

Registration

Richard Cullen, The Hadley School for the Blind, Winnetka, Illinois

Mary Ferguson, New York State School for the Blind, Batavia, New York

Wilbur Gilles, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis 10, Missouri

Louise Hancock, Texas School for the Blind, Austin, Texas

Helen McDaniel, Kentucky School for the Blind, Louisville, Kentucky

Teresa Miller, Overbrook School for the Blind, Philadelphia, Pennsylvania

Doris Northington, Tennessee School for the Blind, Donelson, Tennessee

George Stokes, North Carolina School for the Blind, Raleigh, North Carolina

SUPERINTENDENTS AND ADMINISTRATORS WORKSHOP

JERRY REGLER, *Chairman*

JOE SHINPAUGH, *Co-Chairman*

W. CRABIN GILL, *Recorder*

Topics for Consideration:

1. Proposed Policy Changes for AAIB.
2. Orientation & Mobility Training for Blind Children.
3. Multiple-Handicapped — Implications for Residential Schools.
4. Re-Definition of Blindness — **Be Very Careful!!**
5. Research and the Research Advisory Committee.
6. Effect of AFB Accreditation Study—What of the AAIB Certification? Is there duplication or contradiction?
7. Resolutions & Letters.

Action on Topics Listed Above.

1. AAIB Policy Proposals were unanimously approved in General Session Saturday, June 30, 1962.
2. Orientation, Mobility, Travel — Panel Discussion.
3. The Multiple-Handicapped Child — Panel Discussion.
 - a. Elinor Long—Chairman
 - b. Stanley Mileski — Wisconsin—Special Education
 - c. Walter D. Matheny—Peapack, New Jersey
 - d. Charles S. Napier—Royer Greaves, Paoli, Pennsylvania

Panel was informative. No action was taken.

The Multiple - Handicapped Child comes increasingly into focus for residential schools and requires much careful deliberation before we attempt to formulate any new statement of policy. Problems to be resolved:

- A. Number of multiple handicapped—ratio to regular blind pupils
- B. Degree of additional handicap
- C. Type of additional handicap
- D. Adequate staff of M.D.'s and Ph.D.'s for evaluation of each child.
- E. Team approach vs. Residential approach (local)
- F. Separate or combined housing facilities?
- G. Cost—regional or local approach?
- H. More study and **careful consideration** will be required before formulating a policy for residential schools.

1. Should severe cases be referred to some division of mental institution?
4. Go very cautiously when attempting to **Re-define BLINDNESS**. It could have serious implications for educators for years to come.
5. We have a **Research Advisory Committee** which has our Governing Board's Approval—All requests for research should be referred to the chairman, **Mr. Carl Davis**. There are many requests which vary widely in **potential value** for the blind.
6. The General Accreditation Study by the AFB is just in its early stages. It would be premature, at this time, to attempt any appraisal. The AAIB should continue to show interest in the future development of this study.
7. Messages
 - A. Resolution was passed concerning letter to Dr. Eber L. Palmer—Re-Superintendents' expression of sympathy at the loss of his beloved mother.

BE IT RESOLVED that a letter be sent to Dr. Eber L. Palmer, expressing the sympathy of the Superintendents and Administrators Group assembled at the 46th Biennial Convention of the AAIB, on the death of his mother, Mrs. Frances Palmer.

BE IT FURTHER RESOLVED that this resolution be spread on the minutes of the meeting.

COPY OF LETTER

Dr. Eber L. Palmer
Clitherall, Minnesota

Superintendents and Administrators assembled at the 46th Biennial Convention of the American Association of Instructors of the Blind, Miami Beach, Florida, extend to you and members of your family deepest sympathy on the death of your beloved mother.

Committee:

W. Crabin Gill, Recorder
John C. Lysen

- B. Card of **Get Well Wishes** was sent to Edward Reay, auto-accident victim, at E. E. N. T. Hospital, New Orleans, Louisiana.

RECOMMENDATIONS:

1. We want to clarify the relationship of any action or expression of the Superintendents and Administrators Group with reference to the AAIB Board of Directors:
 - A. The recommendations of the Administrators Workshop shall be submitted to the Board of Directors just as would the recommendations of any sectional or special workshop and is not expected to receive any preferential treatment.
 - B. Expressions of individual administrators should state clearly whether the opinion voiced is **his own personal expression** or that of the AAIB or even the consensus of the Administrators Group.
2. It is recommended that the Superintendents remain over one additional day at the October meeting at the Printing House to clear the Workshop agenda so as to permit superintendents to attend other workshops at the Convention meetings.

Officers Serving 1962 Convention

Chairman—Jerry Regler, Nebraska City, Nebraska

Co-Chairman—Joseph Shinspaugh, Staunton, Virginia

Recorder—W. Crabin Gill, Baton Rouge, Louisiana

Newly Elected Officers to Serve For the 1964 Convention:

Chairman—V. R. Carter, Muskogee, Oklahoma

Co-Chairman—Joseph Shinspaugh, Staunton, Virginia

Recorder—Leland C. Sanborn, Batavia, New York

Registration

C. R. K. Allen, Halifax, Canada, Halifax School for the Blind

W. E. Allen, Austin, Texas, Texas School for the Blind

Francis M. Andrews, Baltimore, Maryland, Maryland School for the Blind

Stewart E. Armstrong, Brantford, Ontario, Canada, Ontario School for the Blind

M. Robert Barnett, New York, New York, AFB

Byron Berhow, Vancouver, Washington, Washington School for the Blind

V. R. Carter, Muskogee, Oklahoma, Oklahoma School for the Blind

Leo J. Flood, Jacksonville, Illinois, Illinois Braille and Sight Saving School

W. Crabin Gill, Baton Rouge, Louisiana, Louisiana School for the Blind

W. A. Hack, Aberdeen, South Dakota, South Dakota School for the Blind

George Heltzell, St. Louis, Missouri, Missouri School for the Blind

Wm. T. Holloway, Hampton, Virginia, Virginia School for Negro Blind

L. P. Howser, Louisville, Kentucky, Kentucky School for the Blind

D. A. Hutchinson, Indianapolis, Indiana, Indiana School for the Blind

A. S. Jarrell, Atlanta, Georgia, Director, Rehabilitation Services

Herbert D. Jeffrey, Grand Forks, North Dakota, North Dakota School for the Blind

Lee Jones, Macon, Georgia, Georgia Academy for the Blind

Joseph J. Kerr, Philadelphia, Pennsylvania, Overbrook School for the Blind

John C. Lysen, Faribault, Minnesota, Minnesota School for the Blind

Hernando Cobos Pradilla, Bogota, Columbia, South America, Director Adult Rehabilitation Center

Jerry Regler, Nebraska City, Nebraska, Nebraska School for the Blind

Harold G. Roberts, New York, New York, AFB

Leland C. Sanborn, Batavia, New York, New York State School for the Blind

Joseph R. Shinspaugh, Staunton, Virginia, Virginia School for Deaf and Blind

Robert H. Thompson, Lansing, Michigan, Michigan School for the Blind

Edward Tillinghast, Tucson, Arizona, Arizona School for the Blind

Arthur Voorhees, New York, New York, AFB

John M. Wallace, St. Augustine, Florida, Florida School for Deaf and Blind

Edward J. Waterhouse, Watertown, Massachusetts, Perkins School for the Blind

Everett Wilcox, New York, New York, AFB

Carl S. Wilson, Jackson, Mississippi, Mississippi School for the Blind

E. J. Wood, Donelson, Tennessee, Tennessee School for the Blind

Charles Woodcock, Salem, Oregon, Oregon School for the Blind

J. M. Wooley, Little Rock, Arkansas, Arkansas School for the Blind

SUMMARY OF WORKSHOP REPORTS

JACK R. HARTONG, *Special Education Coordinator*
Illinois Department of Mental Health
Springfield, Illinois

It is impossible in a short time to review and give credit to the excellent work that has taken place in the 25 separate workshops which have been conducted by the members of the AAIB for this convention. However, in the proceedings of this convention there will be published a report on each of the workshops which I urge you to study.

Some highlights that I think worth mentioning are the enthusiasm and the excellent planning which was done by both workshops conducted by cottage parents. These two groups were the best organized and had the best planned agenda of any of the workshops in the convention. Also, I believe that the idea of having one general session directed to a problem of common interest to the entire group followed by a workshop devoted to the discussion of this subject was worthwhile and an idea worthy

of being continued at future conventions. I feel certain that greater attention was given to the subject of mobility and orientation because of this general session followed by the workshop than would have been given otherwise.

Prior to the convention, I had the feeling that possibly several workshops should be discontinued because of the lack of interest and leadership shown in them. For example, before the convention it appeared doubtful if there would be sufficient interest in the Pre-school Kindergarten Workshop to warrant such a workshop. However, it turned out that this was one of the better attended and more enthusiastic workshops of the convention. From this, I am led to believe that it is impossible to predict which workshops will be highly successful and which ones will not be.

HV1788

c.2

A

American Association of Instruc-
tors of the Blind, 1962

Date Due

HV1788

c.2

A

AUTHOR

American Association of Instruc-

TITLE

tors of the Blind, 1962

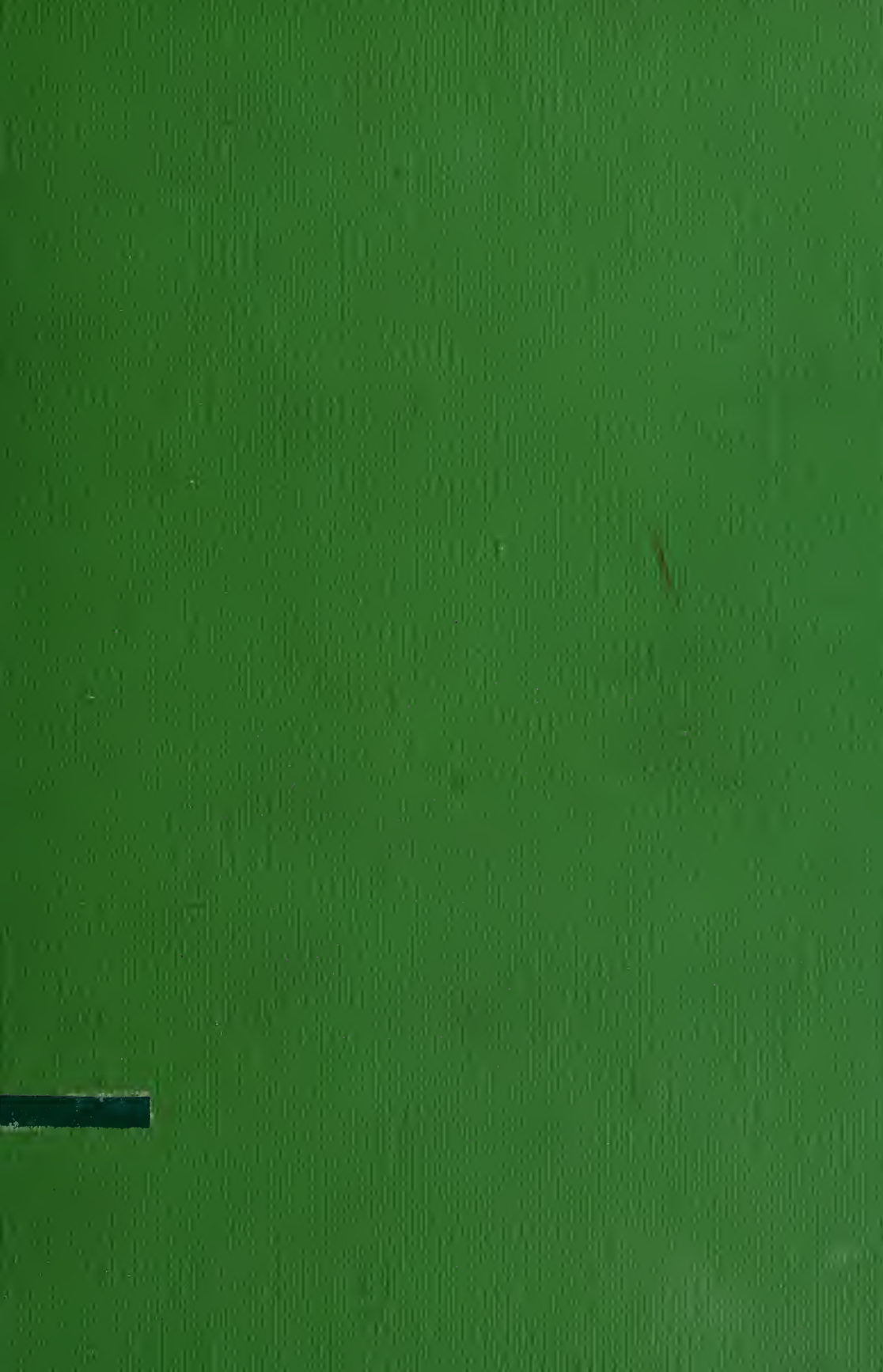
DATE
LOANED

8/23/75

BORROWER'S NAME

Shirley McManis

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N. Y. 10011





Proceedings of the
47th MEETING
of the
AMERICAN ASSOCIATION
of
INSTRUCTORS OF THE BLIND



PERKINS SCHOOL FOR THE BLIND

Watertown, Massachusetts



JUNE 21 - 25, 1964

401788
A
copy 1

**OFFICERS AND BOARD OF DIRECTORS
FOR THE BIENNIUM 1962-64**

President

J. M. WOOLLY

Arkansas School for the Blind
Little Rock, Arkansas

First Vice President

LEE A. IVERSON

Iowa Braille & Sight Saving School
Vinton, Iowa

Second Vice President

STEWART E. ARMSTRONG

Ontario School for the Blind
Brantford, Ontario, Canada

Secretary-Treasurer

JOSEPH J. KERR

Overbrook School for the Blind
Philadelphia, Pennsylvania

Immediate Past President

LOIS V. COX

Maryland School for the Blind
Baltimore, Maryland

CARL J. DAVIS

Perkins School for the Blind
Watertown, Massachusetts

EVELYN E. EISNAUGLE

Educational Specialist
Division of Special Education
Department of Education
Columbus, Ohio

WILLIAM H. ENGLISH

Virginia School for the Deaf and the Blind
Staunton, Virginia

JOHN W. JONES

Specialist, Education of Visually Handicapped Children
U.S. Office of Education
Washington, D.C.

F. ARTHUR LOWN

Atlanta Public Schools
Atlanta, Georgia

AAIB COMMITTEES

1962 - 1964

CERTIFICATION

George D. Hetzell, *Chairman* — Missouri
Christina Baugh — *Maryland* Martha Osborne — *Pennsylvania*
Robert Hansen — *Kansas* William Remaly — *Kansas*
Dr. Everett E. Wilcox — *Illinois*

CREDENTIALS

Joseph J. Kerr, *Chairman* — Pennsylvania
Maurice Olsen — *Missouri*

DEAF-BLIND

Jack W. Brady, *Chairman* — West Virginia
Edward W. Reay — *Idaho*

GUIDANCE INFORMATION ADVISORY

John L. Morse, *Chairman* — Massachusetts
Mary Bauman — *Pennsylvania* Robert McQuie — *Missouri*
Carl J. Davis — *Massachusetts* Lyle Thume — *Arkansas*
Arthur Voorhees — *New York*

LEGISLATIVE

Dr. Edward J. Waterhouse, *Chairman* — Massachusetts
Dr. Francis M. Andrews — *Maryland* Finis E. Davis — *Kentucky*
Egbert N. Peeler — *North Carolina*

LONG RANGE PLANNING

J. M. Woolly, *Chairman* — Arkansas
Lee A. Iverson — *Iowa* Joseph J. Kerr — *Pennsylvania*
Stewart E. Armstrong — *Ontario* Lois V. Cox — *Maryland*

MEMBERSHIP

Leland C. Sanborn, *Chairman* — New York
Carl J. Davis — *Massachusetts*

NECROLOGY

Durward A. Hutchinson, *Chairman* — Indiana
E. J. Wood — *Tennessee*

NOMINATING

Dr. Walter E. Evans, *Chairman* — Missouri
W. S. Davis — *Florida* Jerrine Lucas — *California*

PROGRAM

Stewart E. Armstrong, *Chairman* — Ontario, Canada
Julia L. Hayes — *Connecticut* Benjamin F. Smith — *Massachusetts*
Elizabeth Maloney — *New York* R. Paul Thompson — *Utah*

RESOLUTIONS

Joseph Shinpaugh, *Chairman* — Virginia
Lee Jones — *Georgia*

SCHOLARSHIP

Walter A. Hack, *Chairman* — South Dakota
Egbert N. Peeler — *North Carolina*

The American Association of Instructors of the Blind, Inc.

The American Association of Instructors of the Blind began in 1853 with a national meeting of superintendents of the 16 residential schools for the blind. Biennial conventions were continued where professional papers and reports were read.

In 1952, when the AAIB was almost 100 years old, the Workshop method of national convention was adopted and the membership was opened to all who were interested in improving the educational opportunities of all visually handicapped children through provision for individual memberships for the first time.

In the Workshops, educators are able to define problems and work actively toward their solutions. Workshops elect officers and work continues between conventions by mail and regional meetings.

The AAIB publishes a newsletter called the *Fountainhead*, its convention proceedings, and makes the magazines, *The International Journal for the Education of the Blind* and *The New Outlook for the Blind*, available to its members.

The AAIB participates actively in teacher and houseparent certification; professional meetings and workshops; training institutes; the development of special standards; the encouragement and report of research in the field; and cooperation with national and international agencies and organizations interested in the education of visually handicapped children and youth.

The AAIB is affiliated with The Council For Exceptional Children, a Department of the National Education Association.

For further information about any AAIB activity, write to the AAIB Executive Secretary, 2363 South Spring Avenue, St. Louis, Missouri 63110.

PREFACE

The following is a list of the conventions of the American Instructors of the Blind (1853-1871) and the American Association of Instructors of the Blind (1872-1964) in their proper order:

- 1st meeting: August 16-18, 1853 at New York, New York
- * 2nd meeting: August 8-10, 1871 at Indianapolis, Indiana.
- 3rd meeting: August 20-22, 1872 at Boston, Massachusetts.
- * 4th meeting: August 18-20, 1874 at Batavia, New York.
- 5th meeting: August 15-17, 1876 at Philadelphia, Pennsylvania.
- 6th meeting: August 21-23, 1878 at Columbus, Ohio.
- 7th meeting: August 17-19, 1880 at Louisville, Kentucky.
- * 8th meeting: August 15-17, 1882 at Janesville, Wisconsin.
- 9th meeting: August 19-21, 1884 at St. Louis, Missouri.
- 10th meeting: July 6-8, 1886 at New York, New York.
- * 11th meeting: July 10-12, 1888 at Baltimore, Maryland.
- 12th meeting: July 15-17, 1890 at Jacksonville, Illinois.
- 13th meeting: July 5-7, 1892 at Brantford, Ontario, Canada.
- 14th meeting: July 17-19, 1894 at Chautaugua, New York.
- 15th meeting: July 14-16, 1896 at Pittsburgh, Pennsylvania.
- 16th meeting: July 12-14, 1898 at Lansing, Michigan.
- 17th meeting: July 9-11, 1902 at Raleigh, North Carolina.
- * 18th meeting: July 20-22, 1904 at St. Louis, Missouri.
- * 19th meeting: August 21-23, 1906 at Portland, Oregon, at Salem, Oregon and at Vancouver, Washington.
- * 20th meeting: July 14-16, 1908 at Indianapolis, Indiana.
- * 21st meeting: June 28-July 1, 1910 at Little Rock, Arkansas.
- 22nd meeting: June 25-28, 1912 at Pittsburgh, Pennsylvania.
- 23rd meeting: June 28-30, 1915 at Berkeley, California.
- * 24th meeting: June 4-7, 1916 at Halifax, Nova Scotia, Canada.
- * 25th meeting: June 24-28, 1918 at Colorado Springs, Colorado.
- 26th meeting: June 21-25, 1920 at Overlea, Maryland.
- * 27th meeting: June 27-30, 1922 at Austin, Texas.
- * 28th meeting: June 23-27, 1924 at Watertown, Massachusetts.
- * 29th meeting: August 15-17, 1882 at Janesville, Wisconsin.
- * 30th meeting: June 25-29, 1928 at Faribault, Minnesota.
- * 31st meeting: June 23-27, 1930 at Vancouver, Washington.
- * 32nd meeting: June 27-July 1, 1932 at New York, New York.
- * 33rd meeting: June 25-28, 1934 at St. Louis, Missouri.
- * 34th meeting: June 22-25, 1936 at Raleigh, North Carolina.
- * 35th meeting: June 27-30, 1938 at Lansing, Michigan.
- * 36th meeting: June 24-28, 1940 at Pittsburgh, Pennsylvania.
- * 37th meeting: June 26-30, 1944 at Little Rock, Arkansas.
- * 38th meeting: June 24-28, 1946 at Watertown, Massachusetts.
- * 39th meeting: June 21-25, 1948 at Austin, Texas.
- * 40th meeting: June 26-30, 1950 at Philadelphia, Pennsylvania.
- * 41st meeting: June 29-July 3, 1952 at Louisville, Kentucky.
- * 42nd meeting: June 27-July 1, 1954 at Batavia, New York.
- * 43rd meeting: June 24-28, 1956 at Worthington, Columbus, Ohio.
- 44th meeting: June 22-26, 1958 at Vancouver, Washington.
- * 45th meeting: June 26-30, 1960 at Donelson, Tennessee.
- * 46th meeting: June 28-July 2, 1962 at Miami Beach, Florida.
- * 47th meeting: June 21-25, 1964 at Watertown, Massachusetts.

*Copies of Convention Proceedings for years marked with an asterisk may be purchased in limited quantities from the AAIB office, 2363 South Sping Ave., St. Louis, Missouri 63110. Prices range from \$1.00 to \$3.50 per copy. Three Indexes are also available at \$.50 each; Index of the 1922-30 Proceedings, Index of the 1932-40 Proceedings and Index of the 1944-60 Proceedings.

TABLE OF CONTENTS

PART ONE: PROFESSIONAL ADDRESSES AND PAPERS

A.	Keynote Address—"Where we are and where we are going in Special Education"— Dr. William C. Geer.....	7
B.	Panel Discussion—Research on Technical Devices—Patrick J. Flanigan.....	10
C.	Panel Discussion—The Multiple Handicapped Blind Child—Miss Eunice L. Kenyon.....	17
D.	Panel Discussion—The Multiple Handicapped Blind Child—Dr. Arthur E. Gillman.....	18
E.	Panel Discussion—The Multiple Handicapped Blind Child—Miss Joan Chase.....	18
F.	Panel Discussion—The Multiple Handicapped Blind Child—M. S. Colborne Brown.....	21
G.	Panel Discussion—The Multiple Handicapped Blind Child— Dr. Edward J. Waterhouse.....	28
H.	Panel Discussion—Limited Vision and Low Vision Aids—Dr. Robert J. Herm.....	31
I.	Panel Discussion—Limited Vision and Low Vision Aids—Miss Evelyn E. Elsnagle.....	33
J.	Panel Discussion—Limited Vision and Low Vision Aids—Dr. Natalie Barraga.....	36
K.	Demonstration by Deaf - Blind Pupils—Joel R. Hoff.....	38
L.	Panel Discussion—Various Approaches to Mathematics Instruction— Rev. Stanley J. Bezuska, S.J.....	40
M.	Panel Discussion—Various Approaches to Mathematics Instruction— Miss Christina Baugh.....	43
N.	Panel Discussion—Various Approaches to Mathematics Instruction—Fred Neumann.....	45
O.	Panel Discussion—Various Approaches to Mathematics Instruction— Benjamin F. Smith.....	50
P.	Panel Discussion—Illustrations and Educational Devices for the Blind— Dr. Carson Y. Nolan.....	54
Q.	Panel Discussion—Illustrations and Educational Devices for the Blind— Guy Marchisio.....	55
R.	Panel Discussion—Illustrations and Educational Devices for the Blind— Wilber H. Fulker.....	58
S.	Panel Discussion—Illustrations and Educational Devices for the Blind— Miss Marjorie S. Hooper.....	60
T.	Panel Discussion—Illustrations and Educational Devices for the Blind— Miss Virginia Scharoff.....	64
U.	Panel Discussion—Illustrations and Educational Devices for the Blind— Bernard M. Krebs.....	67

PART TWO: ASSOCIATION BUSINESS AND REPORTS

A.	Address of Welcome—Dr. Augustus Thorndike.....	69
B.	Response to the Address of Welcome—Lee A. Iverson.....	69
C.	Presidential Report of 1962-64 Biennium—J. M. Woolly.....	70
D.	Report of Nominating Committee—Dr. Walter E. Evans.....	74
E.	Remarks of Newly Elected President—Lee A. Iverson.....	74
K.	Amendments to the Constitution.....	76
L.	AAIB - AAWB Braille Authority Report—Bernard M. Krebs.....	76
M.	Financial Report—Maurice D. Olsen.....	78
F.	Report of Legislative Committee—Dr. Edward J. Waterhouse.....	80
G.	Report of Resolutions Committee—Joseph Shinpaugh.....	81
H.	Additional Minutes of Business Sessions.....	82
I.	Report of Certification Committee—Dr. George D. Heltzell.....	82
J.	Report of National Committee for the Deaf - Blind—Egbert N. Peeler.....	89
N.	Report of Membership Committee—Leland C. Sanborn.....	89
O.	Report of Necrology Committee—Durward A. Hutchinson.....	90
P.	Report of Scholarship Committee—Walter Hack.....	91
Q.	Report of Scouting Committee—Ross Huckins.....	91
R.	Meeting of the National Bowling League—Dr. Charles E. Buell.....	92

PART THREE: WORKSHOP SUMMARIES

A.	Purpose and Organization of Workshops—Mrs. Julia L. Hayes.....	92
B.	Workshop Reports—	
1.	Administration and Supervision	
a.	Administrators.....	94
b.	Principals.....	94
c.	Research.....	96
d.	Teacher Preparation.....	97
2.	Classroom Teaching	
a.	Kindergarten.....	98
b.	Primary Grades 1-3.....	99
c.	Intermediate Grades.....	100
d.	Language Arts.....	101
e.	Mathematics.....	103
f.	Science.....	104
g.	Social Studies.....	105
h.	Foreign Languages.....	106
i.	Partially Seeing.....	107
j.	Multiple Handicapped.....	109
3.	Special Subject Areas	
a.	Business Education.....	112
b.	Guidance.....	112
c.	Homemaking and Arts and Crafts.....	115
d.	Industrial Arts.....	118
e.	Library Science.....	120
f.	Music.....	121
g.	Orientation and Mobility.....	132
h.	Physical Education.....	133
i.	Piano Technicians.....	138
4.	Complementary Services	
a.	Houseparents (Grade School).....	139
b.	Houseparents (Junior & Senior High School).....	141
c.	Parents.....	149
d.	Pre-School and Nursery School.....	150
C.	Summary of Workshop Reports—Mrs. Julia L. Hayes.....	152

PART FOUR: ASSOCIATION INFORMATION

A.	Membership Roster.....	153
B.	Constitution and By-Laws.....	193
C.	Policy Statement.....	195

KEYNOTE ADDRESS

SOME REFLECTIONS ON WHERE WE ARE AND WHERE WE ARE GOING IN SPECIAL EDUCATION

DR. WILLIAM C. GEER

Executive Secretary, The Council for Exceptional Children
Washington, D. C.

The theme of your convention this year is very timely—"Our Challenge—Equal Opportunity." Your work and that of your predecessors for 135 years has been directed toward securing more equal opportunities for visually handicapped persons. It also seems appropriate that your last convention to be conducted on the grounds of a residential school should be at the Perkins School for the Blind which was founded March 2, 1829, and has such a distinguished record in the education of visually handicapped children.

It appears that we may be entering a period when equal opportunity for handicapped persons will be more a reality than a dream. Tonight I plan to outline briefly where we are in some respects with regard to the education of exceptional children and where it appears we are going in the future. It is obvious that in a field as broad and complex as ours my remarks will have to be limited to some outstanding movements in which we all have common concern.

First, let us consider where we are in federal legislation for the education of exceptional children. Some of the earliest federal educational legislation was designed for the handicapped. On April 8, 1864 President Abraham Lincoln signed into law the resolution establishing Gallaudet College. On February 4, 1887 the Act of Congress related to the American Printing House for the Blind became law. Since that time there have been several other laws which benefited handicapped children. For several years the needs of exceptional children have been under consideration by the Congress. Within recent years a congressional study has been made which included six regional hearings to determine the needs for the education and rehabilitation of exceptional children and adults. We have also been favored recently by having

an administration sympathetic to and interested in work for the handicapped.

AAIB and other organizations interested in the visually handicapped are in large part responsible for recent successful legislative movements. A meeting planned by AAIB in the fall of 1961, and which included several organizations interested in educating blind children, considered the legislative position of CEC and decided to adopt it. The suggestion also was made at that meeting that The Council for Exceptional Children have a bill introduced in Congress which would include the provisions emphasized in the CEC legislative platform. This suggestion was translated into action and representative Robert Giaimo from Connecticut introduced the bill in the 87th Congress. Most of you are familiar with the subsequent movement of this bill which was finally blocked in the House Rules Committee and did not pass during the 87th Congress. Of significance is the fact that most of the agencies who are members of the CEC Interagency Committee were in support of this bill. Immediately upon the organization of the 88th Congress The Council for Exceptional Children and other organizations interested in exceptional children began to work with the new Congress with regard to legislation. A meeting of the CEC Interagency Committee proved productive in that member agencies were able to merge their goals and present them in a unified way to legislative personnel from the Office of Education and the Department of Health, Education and Welfare. Most of the requests from the Interagency Committee were included in the education bills (HR3000 and S580) which were introduced in the House and Senate. Subsequently Senator Lister Hill incorporated the provisions for handicapped children which were included in S580 in Senate Bill 1576 which dealt with mental retardation and mental health. This

bill, with some amendments, became Public Law 88-164. As a result of the new law a division was created in the Office of Education which has the same status as the Division on Library Services, Educational Research, Educational Statistics, etc. The division has four branches; Physical and Sensory, Mental Retardation and Emotionally Disturbed, Research and Demonstration, and Captioned Films for the Deaf.

According to a speech by Dr. Samuel A. Kirk,¹ the first director of the division, within a few weeks requests totaling more than \$31,000,000 were received for training programs. This was in contrast to the approximately \$13,000,000 available from appropriations under Public Law 88-164. You would be interested to know that the training programs for the visually handicapped requested \$940,000. From the funds available, state agencies received about one-third. Dr. Kirk estimates that grants during the first year of the new program will provide 2,090 students with a full year of training through traineeships and fellowships; 1,859 will receive a full summer of training. Also, 933 teachers will receive inservice education and 41 institutions will institute a training program in one or more areas under stimulation grants. Thirteen universities were awarded grants for training programs in the visually handicapped. Under the provisions for research and demonstration Dr. Kirk reported that requests totaling almost \$6,000,000 (almost \$14,000,000 for three years) were made as against the \$1,000,000 which had been appropriated by Congress. Thirty-four projects were approved out of 135 submitted. Five of these approved were in the area of the visually handicapped. As we survey today where we are in legislative activity we are preparing to request an extension and an expansion of PL 88-164. The Council for Exceptional Children is considering a new legislative position statement which will be an extension of its former statement which is now largely realized through PL 88-164. Hopefully we will prepare for a legislative program structured to benefit all handicapped and gifted children.

Our next area to consider is that of

teacher education and professional standards. According to information from the Office of Education in 1961-62,² 232 institutions offered sequences of preparation in one or more areas of exceptionality compared to 122 in 1953-54. These sequences of preparation were offered in schools in 46 states. Of the institutions, 225 offered academic year sequences. It is certain that the number has increased just prior to and after passage of PL 88-164. A safe estimate now would be that we have at least 250 programs offering an academic year sequence in one or more areas of the education of exceptional children. Closely related to the area of teacher education is the matter of professional standards. It is important to note that a number of national organizations have done significant work in this area. These include the American Foundation for the Blind, the American Association of Instructors of the Blind, the Conference of Executives of American Schools for the Deaf, the American Speech and Hearing Association, the National Society for the Prevention of Blindness, the American Association on Mental Deficiency and others. I am pleased to report to you that CEC is at present engaged in a project which is jointly financed by The Council for Exceptional Children, the American Foundation for the Blind, the National Association for Retarded Children, and United Cerebral Palsy. It is expected that through this project there will be developed a statement on ethics for the profession, statements on accreditation and certification for each of the areas of exceptionality as well as a general statement, and recommendations for the continuing education of teachers. This project recognizes that there must be a continuing concern for all of the areas which it covers. It is particularly important that teachers find ways to keep up with new knowledge through appropriate continuing education. We can describe where we are and where we are going in teacher education and professional standards in the simplest terms by saying we are approaching maturity. A steady increase in the number and quality of training programs has been underway for a number of years. With the new stimulation

¹Congressional Record, June 16, 1964. Page 13540.

²Mackie, Romaine P., Neuber, Margaret A., and Hunter, Patricia P., *College and University Programs for the Preparation of Teachers of Exceptional Children*, School Life, March 1963. U. S. Department of Health, Education and Welfare, Washington, D. C.

provided by federal legislation and the increased recognition of the importance of educating exceptional children, we should be able to make significant progress in the years which lie just ahead.

Next, we would profit by taking a look at where we are with regard to service programs for children. The latest national figures available are for 1957-58.¹ These indicate that throughout the United States 976,000 exceptional children were enrolled. Of these, 889,600 were in local public schools and 86,400 in public and private residential schools. Both the numbers and percentages in all areas of the handicapped and gifted show significant gains between the years 1947-48 and 1957-58. If the rate of progress in the decade ending 1957-58 has continued, we might assume that there are now approximately 1,500,000 children enrolled in special programs for educating exceptional children. Other significant changes have included improvements in the design of plant and equipment and progress in the development of teaching materials and other aids to education.

We next note progress which has been made in dealing with the multiple handicapped. Educators of the deaf and blind were pioneers in dealing with the multiple handicapped through educating children who were both deaf and blind. Since this notable advance in the education of the deaf-blind there has been increasing recognition that handicapping conditions often come not only in singles but many times in multiples. For this reason some organizations are beginning to think of multiple disabilities. Examples are two new CEC divisions, The Council for Children with Behavioral Disorders and the Division on Communication Disorders. By their very titles these organizations suggest a complexity of handicapping conditions. I have also noted recently that at the Arkansas School for the Blind there is a new program for the mentally retarded blind. A recent issue of the AAIB Journal contained articles related to the multiple handicapped. I believe we are on the threshold of dealing much more effectively with children who need programs designed for complex disabilities rather than single disorders.

Our last area that we shall consider with regard to where we are is in the matter of cooperation between agencies. During the 87th and 88th Congresses there was a clear demonstration that organizations working together can be successful in getting broad and comprehensive legislation passed. While we would admit that several important circumstances accompanied the interagency cooperation, there were definite indications from some members of Congress that this unity among organizations interested in the handicapped was an important factor. Congress has also given an impetus to interagency cooperation through the mental retardation planning amendments of 1963 which provide for state-wide planning for the education and care of the mentally retarded. Under this legislation, states are expected to design plans for the future for the mentally retarded and to bring into planning all phases of a program which will be suitable for their needs. Another significant project related to interagency cooperation was one conducted under the joint sponsorship of the CEC, the National Rehabilitation Association and the National Society for Crippled Children and Adults. This was the Institute on Services for Handicapped Children and Youth. The Institute, now completed, will shortly publish guidelines for cooperation of agencies which serve handicapped children and youth. It seems apparent that more and more agencies are finding it desirable and beneficial to plan together and to work together for the best interests of children.

In conclusion, we will hazard a few guesses as to where we are likely to be in 1975. First, with regard to legislation at the federal level it seems reasonable to expect that by 1975 \$30,000,000 per year should be spent on the training of personnel, \$15,000,000 per year on research and demonstration, and that at least \$60,000,000 should be available to states and local agencies for improving and extending the educational programs for exceptional children. To accomplish these dollar goals would mean that federal educational legislation would follow a similar pattern to that which legislation for vocational rehabilitation initiated many years earlier. Furthermore, there is every likelihood that a con-

¹Biennial Survey of Education in the United States, 1956-58, *Statistics on Special Education for Exceptional Children and Youth*, 1957-58. U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.

solidation of educational legislation will take place. If so, we would assume that consolidation of legislation with regard to exceptional children will continue. I will also predict that, with the initial success we have had in combining our activities, by 1975 the combined organizations interested in the education of exceptional children will be one of the strongest forces with a bearing on educational legislation in the country.

Next we would like to consider where teacher education and professional standards will be by 1975. There will undoubtedly be a further increase in the number of teacher education institutions offering programs in the education of exceptional children, but perhaps we should hope that more emphasis will be on increasing the quality of the institutions and the extent of present programs. I predict that widely accepted professional standards will be developed and will be effectively applied by 1975.

With regard to service programs for children and in view of the increase in the number and extent of personnel training programs, it would seem logical to expect that as many as 4,000,000 or more handicapped and gifted students will be receiving special education in 1975. Increasingly the special design of plant and equipment will become a part of routine school planning for capital outlay by school districts. Special school programs will be developed in all fifty states and in the territories of

the United States, and these will be stimulated by federal funds.

With regard to dealing with the multiple handicapped it seems logical to expect that there will be increasing attention to complete diagnostic services which will provide for more adequate diagnosis of children with multiple problems. In some instances special diagnostic centers will be established and some already established centers will be extended. I also predict that in the training of personnel the recognition of needs of the multiple handicapped will increase and that by 1975 many teachers will be trained to understand more than one type of exceptionality.

I predict that interagency cooperation will increase and improve. By 1975, twenty or more national agencies and organizations will move as one on the attack of common problems and in the supporting of one another on specific problems. At the national, state and local levels, interagency cooperation will increase and joint or cooperative programs between agencies will receive increased emphasis.

These are but a few of the improvements we can envision by 1975. They are not unreasonable to expect. In fact, they may be quite conservative. So I believe that your convention theme—"Our Challenge—Equal Opportunity" is one which is timely for today. The developments which we have discussed, if they are realized, will make it possible to continue substantial progress toward meeting this great challenge.

PANEL — RESEARCH ON TECHNICAL DEVICES

(Explanation and Demonstration)

PROGRAMMED LEARNING AND BRAILLE INSTRUCTION FOR FUNCTIONAL BRAILLE READERS

PATRICK J. FLANIGAN
Administrative Assistant
The School of Education
The University of Wisconsin
Madison, Wisconsin

This report will concern itself with one phase of the total research project "The Application of Programmed Learning to Braille Instruction," supported by the Vocational Rehabilitation Administration,

Grant No. RD-1167-S, and under the direction of Dr. R. F. Heber, Coordinator of Special Education, University of Wisconsin, Mr. Ray Long, Superintendent of the Wisconsin School for the Visually Handicapped,

Janesville, Wisconsin and Dr. LeRoy Aserlind, Assistant Professor of Education, University of Wisconsin.

Background of the Problem and Statement of Purpose

Professional workers of many disciplines are becoming increasingly concerned with the problems of braille reading. Although it is difficult to get any accurate information about how fast blind children do read Grade II braille, the several studies that do exist indicate a verbal braille reading speed of approximately 68 words a minute (1) (4) (5). Braille reading is considered to be approximately three to four times as slow as visual reading. On the basis of a total review of the literature dealing with the problems of braille reading and related subjects it can be ascertained that: many studies exist in regard to braille reading and some factors connected with it; (1) (2) (3) (4) (5) many areas of this reading process need further investigations; and, many sources recommend the need for studies to evaluate the reading process of braille when consecutive stimuli are provided for the finger tips by a continuous moving line of braille. (5)

The Problem

One of the basic functional processes important to the academic, social, and vocational development of a blind child is the development of braille reading ability. Many other aspects of the functioning of the blind are highly dependent upon the adequate development of braille as a tool for the acquisition of information and for communication.

A major problem for blind children is the restriction in the rate of the communication imposed upon even the most functional braille readers through the use of the braille system. This problem is multiplied for blind children who have great difficulty in developing adequate braille reading ability.

Within this context it was the purpose of this experiment to evaluate the efficiency of using a machine-paced teaching device in accelerating the speed of reading braille in blind children who have already learned to read braille, and to determine whether the machine-paced method of moving a tape

of braille characters across stationary fingers is as easy to read as moving fingers across a stationary page. A secondary purpose was to compare the method of reading on a braille tape reader to the traditional method of reading braille in terms of evaluating the number of words read per minute by each method. The third purpose of the experiment was to measure the transfer effects of training on the braille tape reader to the traditional method of reading braille.

Hypotheses

With regard to the outcome of this experiment the following hypotheses are proposed:

Hypothesis I: There will be significant differences between the experimental and control groups in their ability to read traditional braille materials as a function of the experimental treatment in;

- A. number of words read correctly,
- B. errors,
- C. retracings,
- D. vertical movements.

Hypothesis II: There will be significant differences between the groups in reading achievement test scores as a function of the experimental treatment.

Hypothesis III: There will be significant differences between the groups in their ability to perceive braille configurations as measured by the speed of recognition test scores as a function of the experimental treatment.

Hypothesis IV: There will be significant differences between the experimental group's traditional braille reading scores and their braille tape reading scores.

Definition of Terms

As used in this experiment the term **Functional Braille Readers** refers to blind children who have mastered the mechanics of braille reading to such an extent that they can derive meaningful information from it.

The term **Braille Reading Test** refers to Science Research Associates stories produced in braille and equated for individual reading achievement levels to evaluate:

1. **Number of Words** — which refers to the total number of words read verbally and correctly by a subject during the test.
2. **Errors** — refer to faulty pronunciation of words or word endings or failure to recognize a word after scanning it.
3. **Additions** — refer to the placement of any additional words into the context of the material.
4. **Retracings** — refer to the process of the predominant finger or fingers used in the reading process reverting back over a specific braille cell or cells, either to check whole or part word recognition.
5. **Skippings** — refer to the omitting of a single word in the context of a group of words.
6. **Omissions** — refer to the omitting of more than a single word in the context of a group of words.

7. **Vertical Movements** — refer to the finger or fingers used in the reading process moving in an up and down motion over the braille cell.

The term **Actual Reading Time** refers to the total number of words read by a subject divided by the total amount of time spent reading which yielded the number of words read per minute.

METHOD

Subjects

For the purpose of this experiment 40 elementary and junior high school students at the Wisconsin School for the Visually Handicapped were randomly assigned to an experimental control group. All Ss fulfilled the criteria for selection which was: (1) legally blind (defined as those children whose visual loss requires them to pursue their education chiefly through the use of braille, audio aids and special equipment); (2) residential school students in the elementary and junior high school; (3) not having an additional handicapping condition that would significantly affect their reading behavior, i.e., perceptual motor deficiencies, emotional involvements, etc.

The Ss ranged in chronological age from 100 months (8.3 years) to 232 months (19.3 years) and in measured intelligence from IQ 65 to IQ 145. Data descriptive of each group of Ss is presented in Table I.

TABLE I

Means, Standard Deviations, and Ranges of Chronological Ages, Mental Ages, Intelligence Quotients, and Grade Placements of Experimental and Control Ss

Group N	Chronological Age in Months			Mental Age			Intelligence Quotient			Grade Placement		
	Range	Mean	S.D.	Range	Mean	S.D.	Range	Mean	S.D.	Range	Mean	S.D.
Experimental 15	140-209	163.06	20.17	8.5-22.1	14.5	4.3	65-145	105.2	26.7	5-8	6.26	.96
Control 19	100-232	169.21	26.07	8.9-17.5	13.7	2.44	65-139	101.4	21	5-8	6.42	1.05
	Significant difference between the groups $P < .05$			No significant difference $P > .05$			No significant difference $P > .05$			No significant difference $P > .05$		

Formula

$$\bar{X}_1 - \bar{X}_2 \left(\frac{1}{N_1} + \frac{1}{N_2} \right) \sqrt{\frac{S_1^2 (N_1 - 1) + S_2^2 (N_2 - 1)}{N_1 + N_2 - 2}}$$

See Bibliographical entry number 1.

Inspection of Table I reveals no statistically significant differences between the groups on mental age ($t = \text{less than } 1$, df 32, $P > .05$), IQ ($t = \text{less than } 1$, df 32, $P > .05$) and grade placement ($t = 2.19$, df 32, $P > .05$). There was a significant difference between the groups in chronological age ($t = 2.19$, df 32, $P < .05$) in favor of the control group. Such a difference could be expected inasmuch as one subject in the control group was sixty-nine months below the group mean. The age of this subject was forty-five months below the next youngest subject in the group.

Further inspection of Table I indicates an attrition rate of five Ss for the experimental group and one subject for the control group. The control subject was lost to the study because of prolonged illness, while the experimental Ss were lost due to eye surgery, hand injury and scheduling problems.

Device for Increasing Braille Reading Rate

This device introduces braille on a tape which moves from right to left across an exposed presentation window. The presentation window through which the tape passes is a 7" x 3/4" cut out in the 2" x 12" hand finger rest plate. The braille tape may be varied in presentation rate from 0 to approximately 500 words per minute. The device is designed so that fingers remain stationary.

An endless self-tightening rubber belt pulls the braille tape through the presentation area. On each end of the hand rest plate is mounted a 6" reel support arm at a 45° angle. A reel filled with braille tape is fed into the right side, across the presentation, and wound on the left reel, which is operated by the drive shaft rotating the presentation belt. The drive shaft is operated by a variable speed zero-max transmission which is powered by a 1/4 horsepower electric motor. The entire drive mechanism is mounted in rubber on a 14" x 12" x 1/4" aluminum cover which extends 8" above the mounting plate. The variable speed selector extends up through the top of the aluminum cover and is easily accessible to the operator. Movement of the selector lever from right to left increases the rate at which the braille characters are exposed to the presentation area.

A toggle switch is used for starting and stopping the machine and is placed in the upper right end of the machine cover.

Materials

The print material programmed into braille tapes and traditional braille materials encompassed reading ability levels which extended from grade 2.0 to grade 13.8. The materials were categorized into graded vocabulary and interest levels for all Ss. Each subject was administered a reading-achievement-level test prior to the beginning of the treatment periods to insure that the materials read during the treatment periods were equated for their particular reading levels.

Science Research Associates Reading Laboratories were used as the basis for the brailled materials. These materials were prepared on special master papers, which were reproduced on a thermofom vacuum machine to insure that the materials were durable and tactually pleasant to all Ss. The control group materials were prepared in traditional form while the experimental group materials were cut into strip form and butted together into tapes and placed on a reel for use with the experimental Ss. The braille tapes necessitated extensive use of the paragraph sign to indicate to the experimental Ss the beginning of a new paragraph on the tapes.

Procedure for Collecting Data

The following measures were administered prior to the initiation of the experimental treatments and were repeated at the intermediate stage and conclusion of the treatment periods.

1. Psychological assessments on all Ss — Wechsler Intelligence Scale for Children (Verbal Scale) (Pre-Study measure only).
2. Braille reading tests of speed and comprehension developed from Science Research Associates material with the addition of counting devices for word errors, vertical movements, retracings, additions, skippings (individual words) and omissions (phrases) to measure gain scores in speed and comprehension.
3. A recognition test of braille configurations, punctuation, numbers, and contractions to measure the subsequent ability to

increase the perception of the configurations (pre- and post only).

4. Wide Range Vocabulary Test produced in braille to measure any changes in reading achievement levels of the Ss (pre- and post only).

Procedure

The experimental and control Ss each received three 50 minute treatment periods per week for 14 weeks duration. Both groups received the traditional conventional braille instruction in addition to the experimental group receiving the programmed instruction. The control Ss were provided with an exposure to the same braille content as the experimental Ss. Programming principles, of course, were not followed in the additional time period for the control group. The additional time with the experimental Ss provided exposure in sequence to the programmed materials.

Comprehension was checked for both groups of Ss after each individual story was read, by the administration of five verbal questions by the experimenter to the subject, requiring a verbal response on the part of the subject.

A weekly actual reading time was recorded for both the experimental and control Ss. The ratio of Ss to experimenters was never more than two to one for either the experimental or control group during the treatment periods.

Results

Preliminary analysis of the data from this experiment is presented in Table II. Tests of the significance of the difference be-

tween the means of the experimental and control groups were performed using a two-tailed 't' test.

The pre-treatment measures indicated no significant differences between the groups on number of words read correctly ($t = .80$, $df\ 28$, $p > .05$), errors ($t = \text{less than } 1$, $df\ 28$, $p > .05$), retracings ($t = 1.09$, $df\ 28$, $p > .05$) and vertical movements ($t = 1.09$, $df\ 28$, $p > .05$).

There was a significant difference between the groups on the Wide Range Achievement Test ($t = 1.89$, $df\ 28$, $p < .05$) in favor of the control group.

The result of the post-test measure indicates that the mean number of words read correctly by the groups was not significantly different ($t = \text{less than } 1$, $df\ 28$), although the mean of the experimental group was considerably larger (hypothesis I is not tenable).

The error analysis indicates no significant differences between the groups ($t = 1.11$, $df\ 28$), again, the experimental group looks positive. Hypothesis II is not tenable.

A significant difference between the groups was obtained on the number of retracings ($t = 1.75$, $df\ 28$) indicating the experimental group did significantly decrease the number of retracings used in the traditional reading process. Hypothesis III is tenable.

Analysis of the Wide Range Achievement scores indicates no significant differences between the groups ($t = \text{less than } 1$, $df\ 28$). This result is not consistent with the pre-test scores which indicated a significant difference in favor of the control group.

TABLE II
Comparison of Post-Treatment Measures between
the Experimental and Control Groups

BRILLE READING TEST

Group	Number of Words Mean	Errors Mean	Retracings Mean	Wide Range Achievement Mean	Configuration Test Mean
Experimental	472	5.06	12.4	9.74	115
Control	344	10.40	43.7	7.12	142
Comparison	No sign. diff. $p > .05$ ($t = \text{less than } 1$, $df\ 28$.)	No sign. diff. $p > .05$ ($t = 1.11$, $df\ 28$.)	Sign. Diff. $p < .05$ ($t = 1.75$, $df\ 28$.)	No sign. diff. $p > .05$ ($t = \text{less than } 1$, $df\ 28$.)	No sign. diff. $p > .05$ ($t = 1.32$, $df\ 28$.)

Formula (t) used

$$\sqrt{\frac{S_1^2 (N_1 - 1) + S_2^2 (N_2 - 2)}{N_1 + N_2 - 2}} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)$$

The configuration test analysis indicated no significant difference between the groups ($t = 1.32$, $df\ 28$), although the experimental group was faster in the process of recognition than the control group.

Tests of significance of the differences between the means of the experimental group scores on the traditional method of reading braille and the tape method of reading braille using a two-tailed 't' test were performed. The results of this data indicates that the differences between the experimental group means were significantly different on both the intermediate reading tests ($t = 8.79$, $df\ 28$, $p < .05$) and the post reading tests ($t = 5.07$, $df\ 28$, $p < .05$).

On the basis of this data Hypothesis IV was tenable.

The mean number of words read by the experimental group on these measures is presented in Table III.

An analysis of the mean number of words read by the experimental and control groups on a weekly basis is presented in Table (chart) IV. The difference in the number of words read weekly was significant at the .05 level of confidence from the second through the fourteenth week of treatment. The first week of experimental group treatment was used primarily for instructional purposes on the braille tape reader, consequently the actual reading time was estimated for many Ss.

TABLE III
Statistical Comparison of the Experimental Group Mean on
Traditional Braille Reading and Braille Tape Reading
on the Intermediate and Post Tests

Group	Intermediate			Post		
	Tape	Traditional	Difference	Tape	Traditional	Difference
Experimental	540	420	113	525	440	84
significant at .05 p<.05			significant at .05 P<.05			

Formula Used
 t — Test for Dependent Groups

$$(t) = \sqrt{\frac{\text{Sum of Difference}}{N \frac{(D^2) - (D)^2}{N}}}$$

SUMMARY

For the purposes of this experiment 40 blind elementary and junior high school students in a residential school for the blind were randomly assigned to an experimental and control group and sequenced through 14 weeks of treatments. Each group of Ss received three 50 treatment periods per week.

Preliminary analyses of the data indicated that the two groups of Ss did not differ significantly on the number of words read traditionally in braille after the experimental group received treatment on the braille tape reader. No differences were found in the error count, reading achievement scores and speed of recognition of braille configurations.

Significant differences were found in the number of retracings used in the reading process and in the number of words read traditionally when compared with the num-

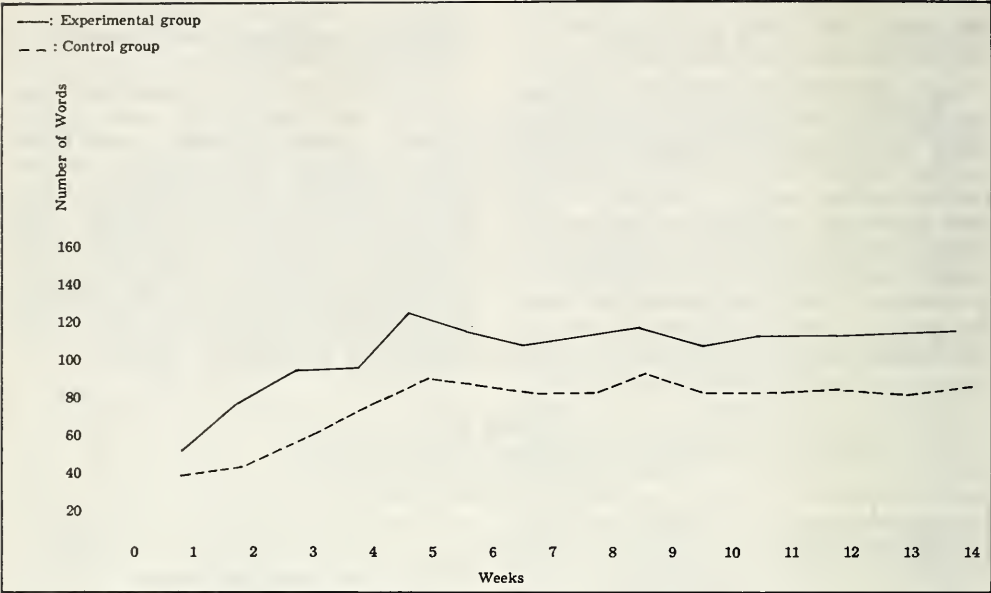
ber of words read on the braille tape reader weekly.

A dependent group analysis between the experimental Ss scores on the braille tape reader and traditional reading scores intermediately and post was significant, indicating the increased effects of reading on the braille tape reader.

BIBLIOGRAPHY

1. American Foundation for the Blind. **The Pine Brook Report**. Revised edition. National Work Session on the Education of the Blind with the Sighted in Public and Private Schools, Group Reports, No. 2. New York: the Foundation, 1957, 72 p.
2. Enc, M.E. & Stolurow, L.M. The Effects of Two Recording Speeds on Learning. **New Outlook for the Blind**, 1960, 54, 39-48.
3. Lowenfeld, B. **Braille and Talking Book Reading, A Comparative Study**. New

TABLE IV



York: American Foundation for the Blind, 1945.

4. Meyers, E., Ethington, D., & Ashcroft, S.C. Readability of Braille as a Function of Three Spacing Variables. *J. Appl. Psychol.*, 1958, 42, 163-165.

5. Nolan, C.Y. A Comparison of Learning

Achieved through Braille Reading and Listening. Louisville: American Printing House for the Blind, 1962. (Unpublished Report).

6. Report of Proceedings of Conference on Research Needs in Braille. American Foundation for the Blind, 1961.

THE MULTIPLE HANDICAPPED BLIND CHILD

MISS EUNICE L. KENYON

Executive Director, Boston Center for Blind Children

Boston, Massachusetts

Our challenge — Equal Opportunity — is a grave challenge when we consider it only from the point of view of the child who is blind. When we stop to think what it becomes when applied to the child who is blind and deaf, blind and mentally retarded, blind and emotionally disturbed, blind and cerebral palsied — it is so painfully obvious that we are very far short of meeting our goal.

We lack knowledge — for there is more we do not know about these multiple handicaps than there is that we know. We lack resources — for in many parts of the country there either is no resource available for these children or the resource is, in some ways, inadequate to meet the child's multiple needs. We lack trained personnel — for children with a particular combination of multiple handicaps are few enough in any given locality as to make it difficult to offer sufficient experiences with each combination of handicaps to any great number of professional people.

However dark the picture may appear, in recent years more and more rays of sunshine are beginning to penetrate. More settings have evolved where children with various combinations of multiple handicapping conditions have been brought together for a sufficient period of time as to begin to add appreciably to our body of knowledge, to offer training and experience to increasing numbers of professional persons, and hence to improve both the quality and the number of available resources.

Our time today is so limited that it seemed best to concentrate on a very few aspects of this multi-dimensional problem.

We have now learned, I believe, that the first step in any program of adequate service to a child with multiple handicaps is a careful, thorough diagnostic study. Among

other centers which have been working hard in recent years to improve our diagnostic skills is the Psychiatric Clinic of the Jewish Guild for the Blind in New York where Dr. Walter Kass, Dr. Lawrence Benjamin, Mr. Steven Mattis, and their clinic director, Dr. Arthur Gillman, have produced a film concerned with concept deficit which we see so frequently in multiple handicapped children. I believe this film will show us how this deficit can be almost hidden behind the child's verbal facility.

Following a careful diagnostic study, the next problem which is often faced is how to make use of the additional information which has been learned about the youngster, how to find the best possible resource to meet the needs as they have come to be understood.

We realize that in this morning's session we will not give you any recipes which will allow you to hurry back home and solve the problem of every multiple handicapped blind child in your area. However, we hope that we can point out that diagnostic facilities are available to you from which you can receive help in planning appropriately for individual children. If you haven't already made the discovery, at this Convention there are a number of exhibits from programs serving the multiple handicapped. As well as those of us participating in this general session, there are numerous people present at this convention who have had vast experience in working with the multiple handicapped.

It is our hope that those participating in the series of AAIB workshops concerned with the multiple handicapped, through the sharing of their knowledge and experiences, will indeed be able to point the way in which to go in our efforts to reach our goal — equal opportunity — **EVEN** for the multiple handicapped.

THE MULTIPLE HANDICAPPED BLIND CHILD

DIAGNOSTIC STUDIES OF EMOTIONALLY DISTURBED BLIND AND VISUALLY IMPAIRED CHILDREN: VERBAL FACILITY MASKING CONCEPT DEFICIT

ARTHUR E. GILLMAN, M.D.

Director, Psychiatric Clinic
Jewish Guild for the Blind
New York, New York

An effective diagnostic evaluation of a disturbed blind child's potential for a useful life requires cooperative and comparative study by several specialists.

The subject of our film was referred to the Clinic because of his disruptive, unruly, and perseverative behavior. A major determinant of this symptom was his impoverished capacity for forming concepts.

Delivered by Caesarian section for premature separation of the placenta in the seventh month of gestation, he weighed 3 lb. 9 oz. at birth and was promptly placed in an incubator. When he was discharged from the hospital at 6 weeks of age, the diagnosis of Retrolental Fibroplasia was made, and he now has only light perception in the left eye.

His mother described him as a healthy baby, active and unafraid. He sat up at 7 months, stood at 1 year, but didn't walk

until 2½ years. His speech was delayed until age 3. Neurological and physical examinations were non-contributory. The electroencephalogram was poorly organized. The speech and hearing consultant reported that speech and hearing was adequate but that figure-ground discrimination and auditory retention were poor.

In the psychiatrist's play interview, this child's verbal facility may give the impression of general intellectual ability, while the psychologist's testing interview often reveals specific defect in concept formation. He has difficulty in associating objects and events with their names and in grasping quantity concepts when actual objects are not present. Perseveration in verbal expression and in motor acts was noted. Auditory memory and sequential learning are short; however, sequence learning via the tactile modality is more efficient than via the auditory modality.

THE MULTIPLE HANDICAPPED BLIND CHILD

IMPLEMENTATION OF PROGRAMS

MISS JOAN B. CHASE

Education Counselor
New Jersey Commission for the Blind
Newark, New Jersey

I have been asked to speak about the follow-up to the diagnostic study, but would like to backtrack to the earlier period first, to ask "why?" before "what next?"

Why are we here? Why should we, those who are primarily interested in blindness, be so concerned with the multiple-handicapped?

- (1) Generally, the first diagnosis of any handicap is that of blindness. It shows up earlier in the developmental expectancy of the infant.
- (2) We, therefore, see the first shock to the family and the community, and, as we know, the public reaction to blindness is grave. We are looked to

for professional help at the time when the need seems greatest.

- (3) As the other handicap or handicaps become evident, we may be aware that the others are more disabling to the child, however, there is a tendency to blame all other problems on the blindness, particularly mental retardation and emotional disturbance.
- (4) In reading over the literature, I have come to learn that most states have agencies dedicated solely to the welfare of the blind. This is not always true of the other disabilities.

For these reasons, we are usually on the scene from early in the child's life. This constitutes a two-fold responsibility. We must reach these youngsters as early as possible, and do what we can in a preventive and supportive capacity to the family (although this is not always possible, as in gross physical problems). Where we are aware that the other handicap is the more serious, we must remain in the picture to coordinate services and see that the child receives all possible help to develop his potential. This responsibility is particularly urgent at this time, as we are seeing an increase in the incidence of multiple handicaps (In New Jersey, the multiple-problem children comprise approximately 50 per cent of the pre-school case load). We cannot afford to wait until these children are school age to serve them.

We may try, before the diagnostic study, to elicit services of agencies and programs concerned with the C.P., deafness, etc. Sometimes we are unsuccessful. Why? (1) Agencies too, might nourish the notion that blindness is the greatest handicap, that it has produced the secondary ones, and that they are inadequate to deal with problems of blindness. It is our responsibility to dispel these fears, educate the workers to the fact that without the other handicaps, a blind child would be able to develop normally in his own community. (2) There has been noted a tendency to "split up" the child with each agency concerning itself with its own specialty only. We too, are guilty of this. Let us be the leaders in establishing channels of mutual cooperation so that we keep the focus on the individual child and the interaction of his handicaps. Let us be willing to subordinate our feelings and information regarding

blindness in favor of what might be best for the whole child. We must seek out every possible resource, local or highly specialized, for help (i.e. public health nurses, associations for the retarded, etc.). This brings us back to the diagnostic evaluation. We would hope to reap many benefits from this step. Further medical information and its implications help us better understand the base line of handicaps from which we must work. The family often gains new insights and understandings of the problems and potentialities of the child as well as new avenues of approach in child handling. We are offered clearer guide lines for planning.

What next? To begin at the lower end of the scale, the prognosis may be so poor that the evaluation will aid the parents in beginning to make an adjustment toward accepting institutionalization for this child. Even here, we are faced with interim problems in that the waiting lists are often long, and the period can extend into years. We need to design programs which will offer these children some activities in daily living, increase inner strength and security with which they can go into the closed society ahead of them and offer some relief for overburdened parents faced with perpetual home care. We also have a duty to these children to work towards better institutional conditions and programs in following up each child.

Some youngsters go into residential treatment programs for the alternate handicap, or into specialized groups in facilities for the blind.

Many times, we must look to the community resources. We return to our colleagues in other agencies with further education about blind children generally and the backing of a thorough diagnostic report regarding the individual child. Local day programs are a rich resource. Our added provision of materials and support can often make this the most ideal setting. In New Jersey, with its history of integration, there are many youngsters in local educable and trainable classes. Our first job is on an administrative level of having the child accepted into the **right** class; then, our close cooperation with the teacher. What she is doing with her class is also helpful for the blind child (some residential schools near large cities may want to offer this type of program on a day basis to those

children for whom proper teaching staff is unavailable, although dorm space is. The local classes for the retarded may be excellent). Public school classes for the emotionally disturbed, brain injured, etc. are commencing across the country. We must tap these resources.

And then we come to the group for which there is no program. This strikes me as being the greatest tragedy. Where we have achieved good diagnostic evaluation, we are aware of the potentialities of the child if reached, and if we have no resource through which to reach him, we have done all concerned a gross injustice. We need highly specialized programs. There are, possibly for the first time in history, research funds available for these programs; funds, also, under the new Kennedy legislation, for local day care centers, demonstration projects, and the like.

For these new programs, so desperately needed, I would like to suggest some tenets of implementation:

- (1) I submit that regional specialization be considered to provide specific services to specific types of problems.
- (2) Further, that we involve our programs deeply in research. What are the best techniques for blind children with neurological impairment? Is the McGuinness Method for Aphasic children adaptable for those blind children who have not achieved language for reasons other than deafness? What methods of care for Cerebral Palsied children are most appropriate for the multiple handicapped blind child? Let us search for answers through approved research methods.
- (3) We should not be afraid to be iconoclastic and break with what are known to be "standard" educational procedures. Some youngsters may never need the 3R's, and we must re-evaluate what we mean by literacy. Isn't effective use of recorded materials as meaningful a mode of reading as is braille?
- (4) In the same vein, let's be practical. Long range goals, life-goals, are more important to many of these youngsters than are our usual educational ones. Work-study plans may need to be developed. Teachers can go out

into the job market to learn the types of skills the individual child may need in the future. We can then educate toward actual necessary values.

- (5) Stress should be laid upon the social skills. Effective communication and the ability to live a satisfying life within the community is of cardinal importance to us all, particularly to these people.
- (6) We must work for sheltered workshops and wider vocational opportunities so that the education we offer will not be in vain. These programs, indeed, can be incorporated into the educational setting as well; perhaps the residential school.
- (7) Let's look around our present technological society and use any and all equipment, devices, etc., that may profit our programs and plans. Auditory equipment is becoming more widespread and we may take the lead in new developments, with these youngsters particularly, who need every avenue to awareness which man can offer.
- (8) Most important, let us not ever forget the individual worth of each child, and the basic respect we owe him and his family. If we keep the focus on helping each individual, we cannot help but to further the cause of all children.

In closing on this note, I would like to quote from the Declaration of the Rights of the Child unanimously adopted by the United Nations General Assembly on November 20, 1959, setting forth "Those rights and freedoms which the international community has agreed every child, without any exception whatsoever, should enjoy . . . sets a standard which all should seek to achieve. Parents, individuals, voluntary organizations, local authorities and governments are all called upon to recognize the rights and freedoms set forth and to strive for their observance . . ." Principal 5 states: "The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his **particular condition**." (emphasis is mine) Are we not the most appropriate group to seek this goal?

THE MULTIPLE HANDICAPPED BLIND CHILD

M. S. COLBORNE BROWN

Education Officer, Royal National Institute for the Blind
London, England

I want to try and enumerate the main principles which the RNIB in England seeks to follow in implementing our program for the multiple-handicapped blind child. Our first point is that there should be the earliest possible notification of blindness, and notification from all sources, whether from parents, hospitals, social workers or friends, should be encouraged. In England, registration of blindness is not compulsory until the age of five (which is the compulsory school age), but for the multiple-handicapped blind child we urge early notification for several reasons. First, so that good parent relationships can be established as a basis for subsequent parent guidance. I believe that without this good foundation, much work in the schools can be meaningless and can be wasteful. Again from our experience we find that in this early stage the parents most want immediate instruction and practical help. If you can give that, then on to that you can later build the rather more long-term and deeper type of counseling. Secondly, we feel that early notification is desirable so that the fullest medical and surgical investigations can be pursued, particularly to try and establish what is the dominant handicap. Now the dominant handicap is often not blindness, and again the dominant handicap at that particular time in the child's development may not always remain the dominant handicap. It is very dangerous, I think, to attach a label to a child — "this is a blind CP child" or whatever. That can obscure a child's real condition for a long time and thus confuse the issue. Many parents and medical authorities can too easily — often with the best of intentions — shelter behind the use of the word BLIND. The fact that the child is brain damaged will be obscured. Because he is blind, therefore he will "do braille," for example. The fact that the child hasn't intelligence to do braille is obscured. Our third reason for urging early notification is so that the fullest possible records and case histories can be started and built up — social, medical, developmental and so on — and all of these will contribute to a constructive program

for the child. And my last point is that I would strongly urge that registration of blindness should not be too closely tied to visual acuity, but rather to visual efficiency. Is the child educationally blind? The child can always be de-registered if he is on the register as a blind person. What seems to matter is what the child does with the sight he has, not whether he has 6/60 or 6/36. When you are dealing with these very handicapped children, they often have quite a high degree of sight, but not enough intelligence to do the right thing with it.

Early notification, then, we hope has brought us in touch with the family of a young blind child, and here lies our first constructive work with the child through parent guidance. From my view this must be based not just on compassion, but on competent and confident instruction. At the same time, this must always be within the range of the parents' mental and emotional powers of acceptance, and these will not be constant. In the early stages, because of the parents' rejection, uncertainty and frustration, they will be less able to accept what we tell them, less able even to hear it, and I think that one must gear oneself in one's counseling to the mood of the parents and gradually build up the information one is giving them within terms which they can accept. Now how do we achieve this? We achieve it in a number of ways: in the first place by home visits. In England the social worker — the Home Teacher — who is the agent between the local authority and the blind person, is responsible for blind persons of all ages — children or adults, but we feel that with young children the person who has had experience with young blind children in a teaching, living situation can often offer more; and because of this we have an agreement with our Ministry of Health, which is the agency which controls Home Teachers, whereby our workers — who are teachers and workers from our Nursery Schools and Parents Unit, are welcome to visit in a child's home. Usually these visits are done by Joan Toomer, the head of our

Parents Unit which I will talk about in a moment. Joan Toomer was for many years the head of one of our Sunshine Home Nursery Schools. She is a widow with a grown-up family and grandchildren. As soon as we hear of a young blind child, we pass the information on to her and she then arranges directly with the family — sometimes through a local authority, but if possible directly with the family — to go and make a home visit. At the same time she will also arrange to meet the Health Visitor and the Home Teacher of the Blind on the same occasion, not necessarily in the child's own home, but on the same occasion. Now at this first visit all sorts of information can be collected, and out of all this one hopes that a relationship with the family is established and the first beginnings of a reasonably full case history are initiated. These visits are supported by a number of pamphlets which we have prepared — notes for parents, notes on toilet-training, on feeding and so on. These notes are meant to be for the parents' guidance and information, but no more. They are not meant to tell them what they must do, not meant to say, "This is the only way of doing it, if you don't do it this way you are going to come to grief." They are intended to supplement the visits, give the parents something to think about afterwards, and something which they can show their friends, because so often it is the friends, the in-laws and the grandparents who, with the best will in the world, can do the greatest harm by undermining the confidence of the parents through their own ignorance, understandably, of not knowing how to deal with a blind child. So these pamphlets we regard as supplementary information for the parents and something which can be distributed as widely as possible to anybody who is going to have contact with this blind child.

I have already made reference to the Parents Unit; I would like to describe it a bit more fully. The Parents Unit is an ordinary, middle-class, domestic-scale house run by Joan Toomer and an assistant. The house has no special adaptations for blind children, and the purpose of it is to welcome the family of a young blind child for probably a week or so, so that they can live as an ordinary family in the house, learn how to run a house and manage a blind child, learn some of the ways in which you can look after the blind child.

These are very real problems, particularly with a multiple-handicapped blind child where the parents have been given conflicting advice and information and don't know how much they can help to overcome, and how much they must accept. We find also that the first few days of the visit are often spent with the parent working off his or her own personal anger, frustration, and bitterness about the situation. The parents of a handicapped child, particularly of a severely handicapped child, very often are lonely. They are not able to compare their child with other people's children. This is probably the first chance they have had to talk dispassionately and objectively to someone who, they feel, knows what they are talking about. The Parents Unit, the home visits and the pamphlets are all parts of our service of pre-school counseling or parent guidance, and we feel that they all lead up to something, up to the period of residential assessment.

I think that no blind child, particularly a multiple-handicapped blind child, should be put into a school program without a residential assessment. You have to live and work with these children in order to know what they can do, what is their best functioning power, and this I think can only be achieved by residential assessment. It may last a week, it may last a month, it may last three to six years. So our practice is that after a child has been seen at the home visit, perhaps after a stay in the Parents Unit, we then recommend that he come into one of our schools for assessment. The school we recommend would probably be one of our residential nurseries of which we have six. Of these six, one is for children designated as ineducable but trainable; that is to say, children who will never benefit from admission to a school program, but who can be trained (they are not going to be children who are totally incompetent). Another is for children who are severely physically handicapped and whose locomotion is by unorthodox or irregular means and whose physical condition is something which dominates their activity at this stage of their life. Another is for children who are severely mentally-retarded. Taking into account what we already know about the child — his family, where he lives and so on — we would recommend assessment in whichever we

think is the most appropriate Sunshine Home. This would not necessarily follow the visit to the Parents Unit for perhaps a year, because we feel that all this is part of a planned program, and what we want to do is to lead the family and the child into the school situation gradually. So we might recommend, after we had seen the family in the Parents Unit, and provided we kept in touch with them or they kept in touch with the hospital or whatever, that in six months' or a year's time, even two or three years' time, the child should have a longer assessment period, and by that time we would have strengthened our contact with the family. So we come to the point where the child comes into the school (one of the Sunshine Home Nursery Schools if he is still young) for assessment.

This assessment is concerned with the child's ability to develop not only on a strictly educational level, but on all levels, and in this, of course, lie difficulties which we have not yet solved. In the first place, I admit we have only very limited means and staff for objective testing against which to set our more personal assessment. I think too much importance can be put on objective tests, particularly with the very young multiple-handicapped child, but we do need the help, both for the children and for ourselves, of skilled and trained psychologists and social workers; but they must be the right people rather than merely the right qualifications. Another difficulty is that we know that there are not sufficient and adequate programs outside our schools so that though we may often assess a child as being too severely retarded or maladjusted to benefit educationally from retention in one of our schools, yet we feel it would be better for him to remain in the school situation rather than be discharged and just go into limbo. I think one also has to remember — and this is a point I try to make to the staff sometimes — that when you ultimately discharge a child as being unsuitable for education, this is not an admission of defeat; this is, in fact, a positive recommendation. I think that in a residential assessment one should always work toward a positive recommendation. One should work on the assumption that every child is suitable for some form of education or program, rather than being unsuitable for this or that, and assessment should lead to a positive recom-

mendation — a recommendation for admission to a junior school for physically-additionally-handicapped children or to an ordinary school for the blind, or possibly to a sighted hospital school, or possibly to an institution because of severe mental retardation. Whatever it may be, I think that assessment should lead up to a positive recommendation for the family and for the local authorities responsible for the child.

One of our recent developments has been the establishment of a nursery unit for blind children who are trainable, but who are below the level of education, which has proven enormously valuable. Most of the children only remain there until about ten years of age. Up to that point the program is basically a nursery and social-training program. We would like, as a next stage, to extend this to an older unit. I think that ten or eleven is about the age when they should change because at that time certain definite and distinct emotional and physiological alterations occur and the children want a somewhat more tough and challenging environment. But at the same time this environment should quite definitely be geared to what is basically a community living and learning situation rather than a school one.

If I were now setting up a program for multiple-handicapped blind children from the outset, I feel there is a lot to be said for the facilities being associated with an ordinary boarding school for the blind and even, in some cases, an ordinary boarding school for handicapped children. I think there are advantages in association between staff, there are advantages in the children being able to participate in certain activities; but they should be quite definitely physically separate from the rest of the premises.

I said that one of the recommendations arising from assessment would probably be that the child should now go on to one of the schools for additionally-handicapped blind children. We have two in Great Britain. These two serve the whole country and are the national program for additionally-handicapped blind children, Rush-ton Hall and Condoover Hall. Rushton Hall takes children from about eight to eleven or twelve, Condoover from twelve to sixteen or seventeen. I should mention at this

point that the blind school population is small in England and Wales. It is approximately twelve hundred and fifty children as opposed to sixteen hundred children in New York State, but for those twelve hundred and fifty children we have something like twenty schools. Therefore, you will see that the schools are inevitably much smaller. They are also more specialized so that these two schools — Rushton and Condoover Hall — are purely specialized for additionally-handicapped children, and further, at Condoover is the deaf-blind unit which is not unlike the unit here and is, of course, closely associated with it. Just as an example of the multiplicity of handicaps, at Condoover, of the seventy-seven children, twenty-one are non-mobile — either chair cases or walking on extremely elaborate walking aids; and at the last count some sixty per cent of the children were very severely disturbed or maladjusted, in fact so severely disturbed or maladjusted that had they not been blind they would probably have been rightly designated in school programs for the maladjusted or disturbed.

I won't describe in any detail the programs at Condoover or Rushton Hall. I have mentioned the range of ages, I have mentioned the multiplicity and severity of the handicaps. Two other brief points which I would mention: At Condoover the children are grouped in families. This is a vertical, not a physical (physical in the sense of buildings) grouping — a vertical grouping running right through the school. As far as practicable it runs across sex and handicap; while the family does not live as a family, they meet as a family, they take social activities as a family, they have a family mother and a family father. The family mother will be a housemother — not a teacher — the family father will probably be a teacher. All members of the staff at Condoover, whether the teaching staff, the Principal who is a teacher of course, the house staff, and even some of the outside staff, all are distributed through these families so that everybody has a very definite and a very equal share in the children. The other point which I think is of interest here concerns an experiment in which we became involved six or seven years ago. There are in England training and refresher courses for teachers, training and refresher courses for non-teachers, but

there were no courses for staff who work in residential schools which include teachers and non-teachers, and for a long time there has been the inevitable conflict — the conflict of status, the conflict of outlook, between the teacher and the non-teacher. About six or seven years ago a group of us working in residential schools became spontaneously and jointly involved in running a week's course for teachers and non-teachers, the only criterion being that these were staff working in residential schools, residential schools for handicapped children, residential schools for this, that or the other. The point was that they were staff members working in residential schools. This has been of enormous value to all of us. It has broken down many barriers, it has given us opportunities for discussing problems and how we meet them, learning about other people's work, and finding so many mutual challenges: something which I would strongly recommend.

What do we try to provide in the schools at Condoover and Rushton? What are the underlying principles behind our program for these multiple and severely handicapped blind children? First, I think, a secure developmental environment within which they can be tolerated (because many of them hitherto have not been tolerated, emotionally or physically), encouraged and helped to live in a community. I repeat that this does not mean a permissive atmosphere. Although I suppose to many people the atmosphere at Condoover would seem permissive, it is not in fact so. Many of these children need the firm, authoritarian, constant, but understanding framework which they have never hitherto had; and this is compatible with the secure developmental environment which we plan. Secondly, we seek to provide opportunities for the enlargement of the children's skills at all levels, by all means. Here we have much to learn yet — I am aware of that. I am aware that we have scarcely touched on the very many new ways of approaching these children and we have a lot to learn in this field. Our aim is to exclude no part of the child's development for every part is valid and valuable, and the program seeks to develop all these areas by all possible means, and through all possible personnel. In this connection the driver or the gardener or the laundry maid can be just as important as the teacher. Thirdly, the

program itself is directed toward community living, both within and without the school. After all, our aim is that most of these children shall live in a community of one kind or another once they have left our school, and while they are in the school they must learn to live in a community. This involves close association with neighbors and the neighborhood, and this involves very careful preparation of the neighborhood. Let's face it, many of these children are most peculiar to look at, some are bizarre or even frightening, and you cannot expect a neighborhood to take these children without some sort of explanation. It is not fair to the neighborhood — it is not fair to the children. But we find that once you have done that, you get extraordinary cooperation from the neighborhood at all levels — from the village shop, to professional people with families of their own who will take these children out for a drive in their car, and take them to their homes on Sundays. We also stress the greatest possible development of independence, not only independence of action but also independence of mobility. This is built up in and around Condoover on a graded basis, working first of all through the immediate grounds, then the grounds outside the school, then the lanes outside the grounds outside the school, and so on until the children, if they have reached this standard, can make the journey into the nearby market town of Shrewsbury.

Another point in our program is to help the parents accept quite sensibly and constructively the degree of their children's handicaps. This is something which may be very difficult to explain if we have kept the child for five or six years in our school and then have to say to the parents, "This is as far as the child will go — he will gain nothing by staying in school — if you can't manage him at home, then he must go into an institution." Some people will say, "Why couldn't you have made up your mind about that sooner?" Well, perhaps we had made up our minds sooner, but were not sure that the parents were yet ready to accept it, and this I think is important, because the parents have got to accept this. The more you can help them to accept it the better; and the best way that you can help them to accept it, is for them to feel that you and all your staff have done every-

thing you can, and have given the child a fair chance.

There are two other points in our program. We seek to foster communication as meaningfully as possible by any acceptable means. Now again, this may sound rather basic and with some of the children it is very basic, but the fact remains that if the child cannot communicate sensibly, he is never going to be socially acceptable. Some of these children have great difficulty in communicating sensibly and meaningfully, so this is something we do try and stress. We try to discount communication which is parrot-communication, or communication which is repetitively learned things. We try and teach them and train them to communicate sensibly, however simply.

The last point in connection with our school program is the question of placement; placement in home, employment or institution. This is something which is a vital part of the school program, something which we have not as yet developed as fully as we would like to. Our practice is to bring in the Youth Employment Officer of the area in which Condoover is situated, and through him the area in which the child's home is situated, a couple of years before the child is due to leave the school. In consultation with the Youth Employment Officer (and through him the Blind Persons Resettlement Officer) and with the Principal of the School, through reference to school records and so on, we can begin to suggest in very general terms certain areas of employment or occupation in which the child could be considered, and then all of us start working on these lines. I would like to repeat that this is something which is under-developed and which we hope to develop more fully.

We have, of course, found that in providing this program for severely, additionally-handicapped children we have set ourselves many problems. This is always the way. You don't get much demand for places in a program until people know that a program exists. Then when the program exists, the demand increases, and you begin to try and meet the demands; then having done that you then pause and look at what you have got around you — the children you have got around you — and try and see to what extent, if any, you are now meeting the demands in a positive way. Let me

illustrate — the seventy-seven children at Condoover and the forty-five children at Rushton present such a complex of handicaps, such a complex of temperaments, that one is confronted at once with the problem of how do you group them, how do you organize them — because so many of these children are not in fact groupable. Yet a community, whether it is a school or not, cannot exist without a number of groups. If they aren't school groups, they are table groups in the dining-room; if they are not table groups, they are play groups or dormitory groups or groups going out on expeditions. This is one of our biggest problems, I think. How, in fact, do you organize the children in the school without constantly regrouping them, shuffling them here, shuffling them there, and confusing the children (and staff) even more than they may be already confused? Certainly I think we are still in danger of trying to use what are basically traditional school methods in our whole approach. As I said, we are organizing these two schools as communities, but I think we are still thinking of them as schools. This is perhaps a rather subtle, philosophical point. In England, "schools" come under the Ministry of Education and cover all children who are educable. Children who are classified as ineducable come under the Ministry of Health and still carry the old stigma of "mentally defective." This obviously sets a nice problem; as long as a child is classified as educable, the organization which looks after him is a school and this is socially acceptable. But this does mean that our schools are inspected by inspectors of our Ministry or Department of Education, that teachers are required to take certain qualifications, and if you are not careful you are constantly reasserting for yourself all sorts of reminders that this is a school, and this can defeat the sort of program which you need to devise for these children who are not truly educable by conventional standards. I would say, therefore, that we must be constantly looking for and arguing about what are fundamentally the most suitable methods and organization of establishing contact with these children. We must be iconoclastic, we must be prepared to try and scrap the established, to turn our organizations inside out and keep on investigating what is the way of making communication with, making contact with these children; and in this we should learn

not only from other workers with the blind, but from workers with mentally-handicapped, physically-handicapped and sighted children. We should use all the available resources that there are, not only within our own country but within other people's countries, and the more information that can be made internationally available in this the better.

Now this kind of constant investigation also means a regular investigation into the type and training of the staff we employ. Do you, in fact, need teachers? When a teacher leaves do you replace him or her by a teacher? Or do you look for an occupational therapist or an educational psychologist, if you can find one; or do you look for two more housemothers and a part-time speech therapist instead? This also is tied up with the school buildings. We in England suffer perhaps from fine, but rather permanent premises; and I think if one is starting such a program from scratch, one's buildings should be fairly temporary — the sort of buildings that can be easily adapted — walls knocked down and walls put up and so on, because you only need to admit two or three children with a particular handicap and that can alter the whole complexion of the group — the whole complexion of the school. Two or three children may require a new program and because of this, one has to try and keep the school and the staffing as flexible and adaptable as possible.

Another problem which we have found from admitting these severely handicapped children is that our records and case books are far from complete, and we should somehow devise methods and means of cooperation whereby these can be built up into really worthwhile and documentary evidence. Many of these children, you know, are presenting perhaps for the first time syndromes of behavior and physical handicaps which have never before been studied or investigated, and here is material right under the noses of the researchers — scientific researchers or educational researchers — much of which is very sadly documented. I would urge anybody who is embarking on such a program to keep, and make use of, every possible record.

Lastly in this section — and by no means least — one of my biggest problems is in guiding staff. Working with these children

is an enormously taxing, and in some ways demoralizing, job. One has to guide the staff and maintain their morale and give them a sense of purpose. In this I admit I would have been enormously helped by a good psychologist and a good counseling staff. I often feel very much at a loss because the staff inevitably say, "What should we do — what will we do, about this child?" I don't know the answer. If anyone knows the answer, the staff knows better than I do. All I can do is act as a kind of wailing-wall or sounding-board for the staff so at least they can air their complaints or grievances at me; but I am tremendously aware that not only do I not know — that we do not know — but that we are somewhat isolated from the people who might know. I think, in fact, probably nobody knows. What we do need is an ever-increasing group of people who are able to talk, and communicate, among themselves about these problems. In this way, among other things, you can give the staff a sense of purpose. I think that many of the staff working with these multiple handicapped children, younger staff especially (and many of our staff, incidentally, are quite young — the house staff in particular — much younger than the staff in American Schools) must at times wonder what is it all for, what is this child achieving. Is it worth spending all this time? What is the progress he is making? Well, these are the sort of things which, in a way, you can see for yourself, subjectively, but I do think you also need someone to help you see them objectively. What is it all for? What does it lead to? Is it worth it? These are the sort of questions one is asked which in honest moments one has to ask oneself. Looked at in quite factual terms, and taking the 94 leavers from Condoover Hall School between 1957 and 1963, the figure is something like this: about 14 of the children are in or will enter some form of useful and gainful employment, maybe in a sheltered workshop, maybe in open employment under protected, but nevertheless under open, conditions, and in varying degrees of association with the sighted world. About 13 are at home. You would say that these are children who are rightly placed at home — children who because of their physical condition or because of the fact that their home circumstances are such that they can't go out to work — have no choice but to live at home;

but as a result of what they have learned and achieved at Condoover, they are acceptable at home and acceptable within the home community. They can probably help in the house — they can probably help with making beds, cleaning shoes, washing up, chopping wood, emptying the garbage can — those sorts of things. They are not any longer simply dependent children, they are part of the family. About 27 are rightly in occupational training centers. These are children who go daily to, or in some cases live in, centers for handicapped youngsters, not necessarily blind, but on the whole mentally retarded or handicapped. They are people of trainable level, people who are not likely to make the grade even in a sheltered workshop, but who do need and can benefit from some simple occupation, some of which may go towards earning a bit of pocket-money. Of the remainder, about 16 are at home, or in occupation centers but, we reckon, wrongly so. In other words, these are children whom we feel could do more than this, but perhaps because of lack of opportunities in the neighborhood, or sometimes personality difficulties — whatever it may be — for various reasons employment or occupational placement is not available to them. The last 16 are in mental hospitals and mental institutions. Now this may be because the child's condition has deteriorated since leaving, or it may be because, as I said earlier, some children after years of assessment, years of education at Condoover, have, we feel, proved themselves to be unable to go any further, and the fact that they are in mental hospitals is not an admission of failure or waste, it is a positive verdict. It is sometimes hard to get people to understand this — they can only see it in terms of failure and waste of money. In terms of sheer money, I don't think it would cost any less to have kept that child the same length of time in a mental institution, and I do think that in terms of ultimate happiness from the point of view of the family, of the child and of the staff of the institution who are going to care for the child, the fact that the child has reached levels of independence and self-help as a result of being at Condoover is an enormous investment.

But this is not all; apart from this, the parents feel that their child has been given

a fair chance, and they, themselves, have been supported and helped in their own acceptance of his severe handicaps. I think in our day and age we cannot socially, educationally or morally pre-judge these severely handicapped children, many of whom are severely handicapped because of the medical and scientific progress of our society. We cannot write them off until we have tried, through every possible way, to

do something with them and for them. I think that by working with them we are ourselves learning, so that our knowledge and experience will benefit other children and other workers with the blind, adding to the store, no big store at the moment, of information in this field and widening our horizons. By working with these children we, ourselves, grow: we grow both in humility and in compassion.

THE MULTIPLE HANDICAPPED BLIND CHILD

DR. EDWARD J. WATERHOUSE

Director, Perkins School for the Blind
Watertown, Massachusetts

Dr. Gillman started the program by showing us an excellent movie. He stated that this movie represented **A VIEW-POINT**. It seems to me that this is very significant because although, as his movie showed and as all the speakers here this morning have indicated, we are learning more and more about blind children with additional handicaps, we are for the most part still at a stage of ignorance where it is dangerous for any of us to claim to have exact knowledge. We can only have viewpoints. These may be the result of much experience and much sophistication, but we still do not know very much about how to educate even normal children, far less about children who are blind, and infinitely less about children who are blind but have additional problems.

I found the viewpoint expressed in the film challenging. The film itself showed clearly that by concentrating in certain ways, we can learn a great deal about children which rarely comes out in the classroom or in the home. This is information which has to be dug out, and it can only be dug out by people who are trained to do it. From such information we are able to modify teaching techniques and, consequently, make a direct contribution toward solving our problems.

The fact that there is a psychiatric program at the New York Guild is important to us. Certainly less than ten years ago in Boston it was almost impossible to obtain psychiatric help for a blind child. In re-

cent years, however, we have found a number of psychiatrists who are willing to accept blind children and work with them and their families. This is a step forward for which we can all be most grateful.

While I am sure that Boston is not the only area where these changes have taken place, we have had one great influence here in changing the attitude of psychiatrists to our field. This is the program of the Center for Blind Children. The program at Perkins is greatly enriched by our close association with Miss Kenyon and her staff. I wish she were going to describe this program, but let me just relate briefly some of the services which the Center offers. First of all, it offers diagnostic services to a child, with his parents if possible, and this period can be of varying length. In addition it offers treatment for children who it is felt will benefit from such. The children involved are chiefly those with emotional problems. A number of them have eventually come to us at Perkins, and at present we have some who are living and sleeping at the Center, and coming out to us for their classroom work. These children are such that they can stand a few hours of group activity in a school, but no more. In the much more understanding atmosphere of the Center they can find an environment which is vital to them.

Miss Joan Chase I think has given us an excellent exposition of a problem of a state — the State of New Jersey — which is second to none in its desire to do the

best it can for all types of handicapped children, and yet is forced to use resources which are not under the direct control of the agency responsible for the education of the handicapped.

Much has been done there in pioneering and in getting other groups, such as the Matheny School for the cerebral palsied, to work with blind children. Those of you who do not have facilities of your own must, I am sure, follow in the footsteps of New Jersey and make the best use of all that is available in the community.

I am delighted that Mr. Colborne Brown is on the program today. I have a tremendous respect for one of the schools he has mentioned. I don't mean by that that I don't have respect for the others, but Condo-ver Hall is a school I have known for many years. This is the school for older children with additional handicaps, and includes an excellent program for deaf-blind children. I always try to visit it when I go to England and I always come back inspired. The atmosphere of the school and the direction of the teachers are, I think, second to none. Mr. Myers, the Headmaster, is a towering influence. Mr. Colborne Brown says that the staff at Condo-ver acts as a team. This is no exaggeration.

I would like to say briefly something about our experience at Perkins with blind children who are additionally handicapped. We have been pioneers with the deaf-blind who were the first among the multiple-handicapped groups to receive attention from educators. We have, in fact, had deaf-blind children since 1837. We have learned a lot from them, and some of what we have learned is applicable to other groups of multiple-handicapped children.

As far as possible, we have tried to integrate the deaf-blind children into the rest of the School. Integration is a very relative term, and when we talk about our deaf-blind children being integrated, we mean that they mingle with blind children, which is perhaps not at all what most people think of as integration. But there are times when even this integration will not work. It does not work in the classroom until strong communication channels have been set up. For this reason we have our special classroom program. Most of the deaf-blind children live in the same Cottages with the

other children and mingle freely with them. Some of them participate in athletic activities and we have had some excellent deaf-blind wrestlers. This year we had a deaf-blind girl on our cheer-leading squad. She had enough sight to follow the motions of the others who provided all the necessary noise. Think what it meant to her to be accepted — voted in by the rest of the girls — because the cheer-leading squad is elected by the pupils. This is the kind of integration that all of us hope for either within the walls of a residential school or within the community.

We have also had many slow learners for many years. When I first came to Perkins we had one group and we called them SPECIALS. We still have that group in the Lower School with the same name, but also we have seven other ungraded groups. In the Lower School we don't call them ungraded, but they may be 3B, 4B, or something like that. In the Upper School, from the seventh-grade age up, when we expect children to face reality a little more clearly, they are called 8U, 9U, et cetera.

Now we think that in our classrooms we do a fairly good job with these youngsters. We do very much testing with both achievement and psychological tests; and although some youngsters seem to reach a plateau earlier than we anticipate, and make little progress, on the whole we feel reasonably sure that we are doing a fairly good job with them.

However, when a child goes back to the Cottage and eats lunch at a table with youngsters whose IQs are ten, twenty, or thirty points ahead of his, then his life is not as successful. So for years now we have wondered if we should go the limit and segregate some of these slow learners. The whole idea has seemed most distasteful to us, and indeed still does, but we are going to experiment with it in September 1964.

The passing wave of retrolentals has now made it possible for us to take an entire Lower School Cottage, with a capacity of perhaps thirty children, and use it exclusively for slow learners. We are refusing to call them mentally retarded. Actually some of them are not. We are just calling them what they are, "slow learners." Some of them will be there not because their IQs are low, but because they are learning

slowly for other reasons. Just as soon as any child can, he will be integrated into the rest of the School, both academically and socially. This is an experiment; we do not know what will come of it.

We are fortunate in Massachusetts in having a special unit for the blind at the Fernald State School for the Retarded. We postponed many years ago any attempt to actuate the plan just outlined above because of the opening of the Ramson Greene Unit for blind children at the Fernald School. Unfortunately, that Unit now has a long waiting list, and at no time, of course, did it take care of New England children from outside Massachusetts.

We have available the usual medical facilities and benefit from all kinds of specialists such as neurologists, ophthalmologists, audiologists and so on. Unfortunately, having collected reports from all these persons, we still have a picture so horribly incomplete that we frequently do not know where we should be going; and the question does come up all the time HOW FAR CAN WE GO?

How far have we gone since the AAIB was formed or since Hauy started the education of the blind in France? We have gone a long way. It is useful to pause a moment and think how far we have gone. I was in Istanbul during the spring and discovered that there are only two schools for the blind in Turkey and neither of them is in Istanbul. When I asked people why this was so, they told me that money was available and they had wished to start a school last year. They had sought out blind children through the radio and newspapers and social agencies so that they could know how many they should prepare for in the school. Statistically it is possible to work out fairly well that there may be as many as five hundred blind people of school age in the City of Istanbul. The response, however, was exactly nil. There was not a single family in the City which had faith that a blind child could be educated beyond the beggar level. This experience, while it is terribly distressing to me, is encouraging since it throws so much light on the distance we have gone in other countries.

How far then can we go with the multiple handicapped? Unfortunately, we are still saying all too often that we can do nothing

with this child or that child because he is too crippled, he is too deaf, he is too emotionally disturbed, he is too seriously handicapped. Of course I don't know how far we can go with any child. Nobody does know, but my experience is that as we start doing something for them, we find that having taken the first step, we can take the second and the third and go a long, long way.

One of the great problems in educating multiple-handicapped blind children is to staff their programs. The faculty, as Mr. Colborne Brown has mentioned, must be a team. It is not at all easy to make a team. It certainly cannot be built up overnight. It has to grow into a unit through the years. Without a nucleus of the traditional type of teachers and housemothers, it is not easy to introduce specialists without wrecking what we already have. There are, I am afraid, still many people in the field who are afraid of such a harmless, though invaluable, person as a clinical psychologist. Only a few years ago at a conference in Norway, Mr. Carl Davis of our staff presented a paper on guidance programs for the blind, and we found the most violent opposition from superintendents who were afraid to put a trained psychologist on the staff. I do not know how far such schools can possibly go in meeting these tougher challenges. I know we would have gotten nowhere without them.

We need a team which is made up of every member of the staff. In the Deaf-Blind Department, for example, Mr. Benjamin Smith, who is our Dean as well as our Principal, meets every other week with the housemothers who have deaf-blind children in their Cottages, and with all the attendants of these children, together with members of the Deaf-Blind Department faculty. In this way we try to mold a team spirit and I think we are having reasonable success.

The question of formal training for such staff is also important. We have a program with Boston University for training not only teachers of the blind, but teachers of the deaf-blind. However, we don't have such a program for training teachers of the retarded blind and maybe we will never have one. Most of the teachers who work with our slow-learners have taken some courses in the education of the retarded.

Not all of them have, however, and I am not at all sure that formal training with these teachers is exactly what we are seeking. Nor is it altogether a matter of experience, though experience of course is tremendously important. It is more, I think, a matter of attitude — attitude toward the job, and the first thing we need in this attitude is the team spirit such as we find in the person who realizes that no matter how good he may be, he is only working on one very small phase of the child.

The great lack that we face in our team — and I do not know how to compensate for it — is that the parents play such a small part in it. We are trying to do more with parents, both by correspondence and by counseling, inviting them to the School and visiting their homes, but the mechanics do not work out very well to produce effective teamwork. How many parents came to the AAIB Convention this time? I think I was told there are six.

Beyond and above all this is the matter of attitude toward the child; an attitude which is not afraid of involvement. We get reports from one of our medical experts who always finishes the very pleasant and informative letter describing a child's problems with this statement: "I wish to thank you for drawing our attention to this **very interesting case.**" I always feel that in signing that letter this woman is saying: "This is just a case; this was interesting but we will close the books on it firmly now. If we go on thinking about the child, we may become too involved." Perhaps I am unfair with this interpretation, but this is the impression I get.

I think we must not be afraid of getting involved. It can have its dangers and we

should be aware of them and resist them; but rather than remain too aloof, and particularly rather than being afraid of becoming involved in the family problems of our children, we must risk involvement.

At Perkins I think the day is almost past when we talk with scorn in our voice about "rejecting parents." I think we have reached the point where we realize that the parent of a handicapped child is a person with a very serious problem, and to scorn such because perhaps he is not doing the world's best job is not helpful to us nor to the parents, and certainly not to the children.

These are the important things, I think, in working with the multiple handicapped. They are just the same things as working with the blind, only more so. We must be prepared to go the second mile whenever we can. I am proud that it is the teachers of the blind who are doing more for the multiple handicapped than any other. I am sure it is not because they are better, or more Christian, or anything else, than workers in other fields. On the other hand, I think this was inevitable for historic reasons. To begin with, the very fact of blindness seems to frighten a lot of people who are not familiar with it. They seem to be willing to work with cripples or the deaf, but to work with a blind child seems to be baffling. Therefore, if a child is blind, they seek to place him in some other program as fast as they can.

Let's be glad that this is the case; let's accept this as our challenge and go on doing as we have been doing — pioneering in work for blind children who have other problems to face.

LIMITED VISION AND LOW VISION AIDS THE OPHTHALMOLOGIST'S VIEW

DR. ROBERT J. HERM

Director of Refraction, Massachusetts Eye and Ear Infirmary
Boston, Massachusetts

From a medical standpoint, a patient is considered to have limited vision if his best corrected visual acuity is 20/70 or less. This dividing line has been chosen because, generally speaking, to see average size print encountered in daily life a visual acuity bet-

ter than 20/70 is required. This figure can not be strictly applied to school children, however, because during the elementary grades the print used in standard texts is variably larger than that encountered in adult life. Low vision aids (or sub-normal

aids) are those devices other than conventional spectacles used by individuals with limited vision to improve their visual acuity primarily for near work but also for distance. The hope is that every patient with measurable vision will be able to function adequately in a sighted world.

All sub-normal vision aids aim at providing an enlarged retinal image. This may be accomplished in several ways. The most obvious, and that utilized by children, is to bring the object of regard as close as possible to the eye. Children are able to thus read with printed matter an inch or so from the eye without a lens because of their very active accommodation. Adults, whose accommodation is universally less than a child's, require a convex lens to enable them to utilize a very short seeing distance. One problem difficult to solve when a very short seeing distance is utilized is the lack of adequate illumination of the object of regard.

A second method of enlarging the retinal image, useful only for near, is a magnifier with a fixed focus. The ordinary hand held magnifier is an example of this type of device. With this a longer working distance is provided, but the distance between the magnifier and the object of regard is fairly critical. A number of devices have been designed which aid the patient by automatically maintaining this distance. Some also provide supplementary lighting.

The last basic type of magnifier available is the afocal telescope, exemplified by the ordinary binocular or opera glasses. This type of device provides an enlarged view of distant objects over a range theoretically infinite. To be used at near, a convex lens is placed over the telescope converting it into a magnifier with a fixed seeing distance.

With magnification, no matter how provided, certain problems are inherent. Contrast is reduced, defects in printing are enlarged, illumination is more diffused, and the field of vision is decreased. When magnifiers are used for distance viewing an additional difficulty is "parallax," or illusory movement of the environment with each movement of the head.

The prescribing of visual aids may either be on a mathematical basis or empirically.

There have been developed several tests for determining the theoretical amount of magnification a given patient requires to achieve a given goal. The empirical method of prescribing is a trial and error method based on experience. Since no two patients with the same visual acuity will necessarily benefit from the same aid, some trial and error is necessary even when mathematical tests are done.

The principles on which aids are prescribed are two. First we determine the specific area in which a patient wishes help, and second, we prescribe no more magnification than necessary for him to achieve his goal. The reasons for this approach are practical. Sub-normal vision aids are often difficult to use, may be expensive, and certainly require a psychological adjustment not everyone can make. There is, therefore, no point in prescribing an elaborate visual aid which will enable a patient to read the *New York Times* if he is illiterate.

Despite the fact that we can theoretically improve the visual acuity of anyone with measurable vision, there are many failures. The major reason for failures may well be lack of motivation and adaptability of the patient. Age is a big factor in this. Children make excellent candidates for visual aids, while elderly individuals are often poor candidates. A second important reason for failure of a patient to utilize a visual aid is the aid itself. I have already described the problems inherent in magnification. For some patients these problems cancel out any benefit they may derive. Another not unimportant cause of failure is a physical handicap other than visual. A hand held device, or a device which requires fairly good hand-eye coordination may be beyond the scope of management of a child with cerebral palsy, for example.

Much of what has been said, I am sure, may seem negative, and intentionally so. Low vision aids should not be considered a panacea for all patients with limited vision. In the proper circumstances they can be enormously helpful, and frequently are. Their draw-backs, however, must be kept in mind. No patient with limited vision can be converted into an individual with normal vision by any optical device available.

LIMITED VISION AND LOW VISION AIDS

EVELYN E. EISNAUGLE

Educational Specialist, Division of Special Education

State Department of Education

Columbus, Ohio

I have been asked to describe briefly the programs for visually handicapped children in Ohio, to discuss the impact of such programs on the education of these children, to speak briefly of the attitudes of regular classroom teachers who have in their classes an occasional child with a vision handicap, and to speak of what is being done educationally in the field of sub-normal vision aids.

This paper cannot, of course, expand to cover this entire assignment in the few minutes allotted in this session. Because I have some strong convictions regarding the impact of low vision aids in the education of visually handicapped children, I shall attempt to project those also as I speak to my assignment.

To describe the history of Ohio's programs, I can say that Ohio was one of the first states to provide any educational program for children identified as visually handicapped. The Ohio State School for the Blind is one of the first such schools in the country, having been established in 1837, the first State supported institution for the Blind in the United States.

The public school programs for blind children were established in the early 1900's, as were those for partially seeing children. These followed closely after the first such program in the United States which started here in Boston.

From the earliest beginnings of the programs, these special education classes were co-operative; that is, they were established in regular schools and were organized so that children enrolled in these classes would spend part of each day in the regular classrooms of their own grade level, participating in the regular class activities for as much of the work as was thought reasonable for their particular eye conditions. In those days, and in some few classes today, the children returned to the special class

and special class teacher for such subjects as reading and writing.

Many of you know of the early struggles to obtain materials in both braille and large type and know that most of these materials were produced by the teachers themselves. You know of the limited training facilities for teachers in the area of the visually handicapped and, indeed, in all other areas of exceptionality.

As teacher training facilities appeared, as our knowledge concerning vision grew and as materials became more readily available, changes began to appear in the types of educational programs: educators, specialists in vision, parents, psychologists sought to improve facilities and opportunities for these children as we are still trying to do.

Patterns in programming changed somewhat and resource rooms, with teachers trained in the educational implications of visual problems, appeared. Many schools established the itinerant teacher plan. Many schools employ both resource and itinerant plans and combinations of these. In many instances, the special teacher serves as resource for both blind and partially seeing children. Besides special classes, other services are available to children in these groups. These services may include transportation, tutoring, student reader services, boarding homes, special materials and equipment, and vocational services.

It is impossible in this short time to fully define the details of programming, but these ideas may point up the many possibilities of planning for visually handicapped children.

We believe that such provisions as mentioned, when used wisely, make it possible for visually handicapped children in our State to profit from an education equal to that available to all children in the schools, according to their own capabilities.

As for the attitudes of regular classroom teachers serving an occasional blind or

partially seeing child, I can only say that I have encountered many attitudes. A teacher may be resentful, she may be frightened, she may be indifferent, she may be enthusiastic, she may be challenged. There are as many attitudes as you might expect from individuals in all other situations. In Ohio, a co-operative plan of one kind or another has always been a part of the educational programs for visually handicapped children, so it is an expected situation for regular classroom teachers. Where the resource teacher and the administration alert the regular teacher to the child's problems and his abilities, and where she accepts her part in the planning and programming, the situation is usually comfortable and successful.

To discuss ways of changing or improving attitudes must involve a discussion of philosophy, personalities and techniques and would require at least an entire session. I want to say that I have the greatest admiration for the regular classroom teacher and am constantly amazed at her ability to cope with the many types of exceptionalities in one classroom. When the special teacher is adequately trained for her role, when she assumes that role, when she pulls her fair share of the two-or-more teacher team, I have no fear of the attitude of the regular classroom teacher towards the blind or partially seeing child.

In the past few years, there has been a growing interest in, and better understanding of, the many low vision aids which are available, and many children, as well as adults, are being trained in the use of an aid designed for their particular needs.

Dr. Herm has given us an excellent view of the possibilities and the problems associated with such aids from the medical standpoint. I want to speak of these factors from the educator's standpoint.

To many teachers, as well as parents, and the child himself, the aid prescribed may be considered as some kind of magic gadget which is suddenly going to change the blind child into a normally seeing person. This can be a tragic assumption and may only add to the frustrations which can accompany the learning of the use of the aid. It seems to me that much besides the prescription must be considered and discussed with the child, his parents and his teacher, if at all possible. Certainly there must be

clear communication between the teacher and the prescribing specialist, either through discussion or a written report.

When the teacher has clear understanding of the child's visual problems, his usable vision without the aid and his usable vision with the aid, it is possible for her to provide an atmosphere for developing skill with this new tool. It is to be hoped that teacher training courses will include a study in this area of low vision aids, that emphases will be placed on the implication of increased visual ability, the limitations imposed by magnification, and the time required in adjusting to a new ability to see what has not been seen before. She should have opportunities, through lectures and demonstrations, to learn her role in helping the child. She will need to exert much patience and encouragement and know when she can allow the child to revert occasionally to his established and more secure method of dealing with his reading assignments.

For some children, the prescription and fitting of an aid may mean that learned braille skills will be put aside and a whole new set of reading skills learned. This is an important and exciting change but may, even for the most able student, present frustration and slow progress. The teacher's role in such a situation is evident. She may well be the most important person on the doctor-parent-child-teacher team. Her understanding and patience at this point may well mean the difference between an educationally blind child, an educationally seeing child, a successful transition or a disillusioned failure.

It is vital to the success of the child that the teacher know what the aid can be expected to do, what its limitations are, and how its use is affecting the child's performance and personality. She must be willing and able to transmit such information to the child's regular classroom teacher and to help that teacher in every way to understand the problems that may be a part of this new learning.

For some children, the new aid may mean that he is going to find it possible to move from large type print to smaller type. This may sound like a simple procedure but may present the same problems and frustrations as mentioned previously. It is our responsibility to learn all we can about

each child's situation and provide the understanding, motivation and environment to help him succeed.

We know of course that many children are succeeding with their new lenses with little or no help or understanding from their teachers, but then children have somehow always seemed to do some things well in spite of us, haven't they?

It is my firm conviction that teacher training institutions must face the challenge offered by the aids such as Dr. Herm has described and that a part of all courses offered teachers of visually handicapped children should include the lectures and demonstrations necessary for a better understanding of this field. Many centers have already included this phase of the preparation and refresher courses, and more and more teachers are becoming sophisticated in this important segment of the education of visually handicapped children.

There are many exciting reports of the successful use of some form of low vision aid and I have observed at first hand some of the children in our State who use one or more types. These were individual children scattered throughout the State. Perhaps the most concerted program is the one now in progress at the Ohio State School for the Blind. Mr. D. W. Overbeay, Superintendent of the School, has arranged for us to share in the findings of this program to date at this session.

Mr. Overbeay has been interested in the possibilities suggested by low vision aids and arranged for a program to be initiated at his school. Mr. Overbeay co-ordinated the plans, and the program was begun in October, 1963, and has moved forward since that time.

Very careful preparations were made and followed a pattern set up by the participants. These plans were formulated by a team composed of Mr. Overbeay, Dr. Claude Perry, School Ophthalmologist, and a working team from the School of Optometry of the Ohio State University. These men have followed each patient carefully and a summary of the results to date has been prepared for this paper.⁽¹⁾

(1) Summary of Preliminary Report, Results of the Low Vision Aids Program of the Ohio State School for the Blind.

The School of Optometry at the Ohio State University maintains a Low Vision Clinic whose services are available to those interested in exploring the possibilities of an aid. Inquiries should be directed to Dr. Bradford Wild.⁽²⁾

Another valuable Low Vision Clinic for advancing the use of Optical Aids is in operation at the Cleveland Society for the Blind, Cleveland, Ohio. This clinic is under the direction of the Director, Mr. Cleo Dolan. Mr. Dolan has completed a report on the clinic activities from its beginning in February 1959 to January, 1963. Requests for this report should be directed to Mr. Dolan.⁽³⁾

In a recent conference with Mr. Dolan and his Social Worker, Mr. Cheek, I found that this year three of their patients of school age were able to move from braille to print and several from large type to regular print.

The field of low vision aids is exciting, the results promising, and the challenge to us as educators a great one. We must work for close co-operation with the specialists working to provide the aids, and use all means of encouragement for parents to seek information regarding the possibilities for their children. I feel we can accomplish much for visually handicapped children as we continue to seek every possible means of improving their educational chances.

SUMMARY OF PRELIMINARY REPORT

The Ohio State School for the Blind instituted a low vision aid program in October, 1963. This program was introduced at the request of the superintendent, Mr. D. W. Overbeay. Mr. Overbeay served as liaison between the examining doctors, the students of the School for the Blind, and the students' parents. He also obtained or implemented the acquisition of necessary supplies including the low vision aids and in general coordinated the activities of the program. The staff ophthalmologist examined all of the children and screened them so that those who were most likely to benefit were examined first. The Ohio

(2) Dr. Bradford W. Wild, Director of Clinics, School of Optometry, Ohio State Avenue, 352 W. Tenth Avenue, Columbus, Ohio 43210.

(3) Mr. Cleo Dolan, Director, Low Vision Clinic, Cleveland Society for the Blind, 1958 E. 93rd Street, Cleveland 6, Ohio.

State University and two other staff members participated in and supervised the examining of the children. The counsel of the staff psychologist of the School for the Blind was frequently sought regarding the student's I.Q. and personality characteristics. The Cleveland Society for the Blind provided great assistance in evaluating the student's reading ability and recommendations as to reading instruction. The staff of the Ohio State School for the Blind, including the teachers and nurses, provided invaluable aid in every way possible.

Thirty students were examined and the primary ocular pathology for twenty-four of them consisted of one of the following: congenital cataracts (8), optic atrophy (5), pigmentary degeneration (5), and retrolental fibroplasia (6). A refractive correction and/or low vision aids were prescribed for twenty-one; it was felt that help could

be provided for four others, but it was not recommended at this time for reasons other than ocular; two cases are pending and aids will probably be prescribed; and three could not be helped. All the students examined were among those that the staff ophthalmologist thought had a good chance of being helped, and were not representative of the population of the Ohio State School for the Blind.

Most of the students were seen and their progress evaluated several weeks after they obtained the aids, and only one had had his prescription longer than three months. All but one reported apparently significant progress and benefit from the use of their aids, and many were enthusiastic about them. The results to date are very encouraging, but this is a preliminary report and the students will continue to be examined and evaluated as long as they are available.

LIMITED VISION AND LOW VISION AIDS

INCREASING THE VISUAL BEHAVIOR OF CHILDREN WITH EXTREMELY LOW DISTANCE ACUITY

DR. NATALIE BARRAGA

Assistant Professor of Educational Psychology

University of Texas

Austin, Texas

For many years teachers have felt quite inadequate because of insufficient knowledge about the various functional aspects of low degrees of vision in young children. Observation has suggested that some children with medically measured distance acuity of 5/200 or even 3/200 appear to use their residual vision with amazing efficiency. Little, if any, educational research has dealt with personal characteristics or the visual behavior of children whose observations are limited to a range within a few inches of the eyes.

Questions such as the following led to the design and implementation of some definitive research with a group of low vision children who had received no planned pro-

gram of visual stimulation or instruction in the use of educational materials:

1. Could it be that the lack of visual experiences at the child's most "seeable" distance has prevented him/her from developing the ability to make visual discriminations?
2. Has the child received sufficient opportunity for verbal communication of his observations to permit visual recognitions to become spontaneous?
3. Would a relatively short period of individualized teaching with appropriately selected materials give the children an opportunity to make more meaningful near point observations?

4. Could an instrument be designed to measure discriminative abilities from that of form perception to the most complicated of all visual abilities—the recognition of printed symbols?

In an attempt to answer some of these questions an instrument was designed to measure visual abilities which ranged from discrimination of forms and figures in solid black to recognition of letter and word symbols.

Two groups of children (experimental and control) whose distance acuity measurements ranged from light perception to 6/200 were matched on their initial scores on The Visual Discrimination Test. Regardless of their degree of residual vision, the children in the two groups demonstrated approximately the same degree of visual efficiency.

After a short period of daily lessons in "learning to see" the children in the experimental group had made highly significant progress in their visual efficiency in discrimination and recognition of educational materials. A re-evaluation of these children five months later verified the fact that about the same level of efficiency had been maintained without further planned stimulation.

A number of implications can be found as a result of this teaching experiment which can be incorporated in future planning for and teaching of low vision children. The fact that clinical eye reports indicate little or no distance vision does not necessarily mean that the child has no useful near vision or could not develop a degree of visual efficiency at near point.

Greater effort should be made to provide numerous visual materials and experiences along with auditory and tactual media so children have adequate opportunity for stimulation of the visual sense.

A longer period of observation and a more comprehensive appraisal of individual children with low vision could increase the teacher's knowledge of the child's efficiency in all media. Several months may be required to make a decision in regard to his/her ability or lack of ability to profit from use of visual stimulation and instruction.

The developmental processes of visual and perceptual learning suggest that the concurrent use of all types of sensory stimulation may be most appropriate for some children. Teachers and administrators should give serious consideration to the feasibility of separating "borderline" low vision children until definitive appraisal suggests their most useful media (print, braille, or both) for learning.

As suggested by Dr. Herm, visual stimulation helps the child to realize his possible visual potential after which he may be fitted with an optical aid to increase his near point efficiency. It is hardly likely that a child who is unaware that he can see will be interested in or be able to cooperate with the ophthalmologist sufficiently well to enable him to be fitted with an appropriate aid.

In conclusion, teachers can and must provide visual stimulation for all children who have the slightest bit of sight. Given every opportunity and encouraged to "learn to see," a large number of children may be able to enhance their learning potential, and live a richer, more useful life.

DEMONSTRATION BY DEAF-BLIND PUPILS

JOEL R. HOFF

Perkins School for the Blind

Watertown, Massachusetts

Demonstration Participants: Joel R. Hoff, Head of the Department for Deaf-Blind Children, Perkins School for the Blind
Mrs. Rose Vivian, Supervising Teacher
Miss Chan Poh Lin, Student
Miss Gayle Sabonaite, Student

The major portion of this program will be a demonstration by two of the students in the Department for Deaf-Blind Children. However, before getting into that, I would like to say a few words of introduction.

All of you have received the March Issue of the *Lantern* but you may not have read it as yet. If you are like I am, you will wait until you are home before you read any of the literature that is passed out at a convention. At any rate, some of what I am about to mention can be found in the March *Lantern*.

During the past year, thirty-nine children have been enrolled in our department. They range in age from five to twenty-one. A staff of forty-five have been directly responsible for their education, training and personal welfare. The staff included: **Teachers** who were responsible for the major portion of the childrens' academic progress; **Assistant Teachers** who were assigned either to work with our very youngest children (with the help and guidance of a trained teacher) or who were assigned an older student who needed guidance and help while attending classes in the Upper School of the School for the Blind; **Attendants** who worked with and cared for the children in their after-school hours; **Teacher-Training Students** who, besides their course work, helped out with the recess and rest periods during the class day and substituted when the need arose; **Research Workers** who, along with their other duties, made up the major part of the Evaluation Team. (Mrs. Stenquist is the Psychological Research Worker who is responsible for the Department's achievement and intelligence testing. Miss Nan Robbins is our Hearing

Specialist and does the Department's hearing evaluations and the school's audiometric screening tests. Miss Robbins, by the way, has written three booklets on the Deaf-Blind which I believe can be purchased in the book shop here during the convention.) Another very important member of our staff is the **Supervising Teacher** whose duty it is to coordinate the curriculum and give constructive advice to the teachers and teacher-trainees. Mrs. Vivian, who will be in charge of the demonstration this morning, is our Supervising Teacher.

Though I have mentioned the actual staff members of the Department, other participants in the welfare of our children are members of the Administration, Psychology and Guidance Department, Social Services, and the Physical Education, Home Economics, Vocational and Academic Departments of Perkins.

I wish all of you could visit the Department when it is in operation. If you could, you would see a great variety of children with varying types and degrees of handicaps. The definition set down by the 1954 National Study Committee on the education of deaf-blind children states that "A Deaf-Blind child is one whose combination of (visual and auditory) handicaps prevents him from profiting satisfactorily from educational programs provided for the blind child or the deaf child." This is a very broad definition and allows us to enroll children with varying degrees of visual and auditory impairment. A particular child may be (1) totally blind with a severe hearing loss, (2) totally blind with a mild to moderate hearing loss, (3) partially sighted with severe hearing loss, or (4) partially

sighted with a mild to moderate hearing loss. Of course, we all know that there are many types and variations of the **categories of handicap** I just mentioned.

The curriculum, in a department such as ours, must be flexible in order to meet the individual pupil's needs. Certain general areas, however, must be included at nearly all levels of pupil achievement. Because of the lack of time, I will merely state the scope of the curriculum with few explanations. In socialization, the children's needs range from becoming aware of the people, objects and places in their environment to being able to cope with the various educational, moral and social situations and obligations of an adult.

In self-care, the range is from learning to undress, dress and eat independently to learning to completely care for his personal needs as his limitations will allow. (This includes a knowledge of styles and their constant change.)

The area of sense training ranges from learning to associate one object with a similar object or an object in its relationship with another (that one object fits on top of or inside of another object) to learning to use the remaining senses, any residual hearing, usable but defective sight, smell and touch, to the utmost in getting along in his environment.

Communication overlaps the three previous areas mentioned in that in its very beginning, communication means the developing of a language within the child himself — this is quite often called inner language. The child must realize within himself that he has needs and that these needs can be fulfilled if he acts in a certain way.

We can stimulate the child to develop inner language by showing him new needs or desires. We can eventually hope to show him his need for approval from the adults in his environment. If he does a certain act, for instance puts a bead on a string, he gets praise in the form of a hug, a pat on the back, or something else he likes. Of, if he doesn't do an act, he doesn't get the approval that we hope we have taught him to want.

Communication, then, can be stimulated further to the point where a gesture means something — later, that speech or the

showing of a card with a word on it (printed or braille) has meaning and gets him what he needs. Or conversely, the wrong gesture, speech or word will not satisfy his need.

The scope of communication goes from learning the very simplest inner language to the best expressive and receptive language the individual child can acquire, be it through speech, gestures (including the manual alphabet), or writing. At this point, I must say that oral methods are used whenever it is felt that oral communication can be profitably learned by the child.

Vocational training ranges from the first and most primitive fingerpainting, cutting, pasting and drawing to the more elaborate creative handwork such as weaving, ceramics, woodworking, metal working, household mechanics, sewing and knitting.

Academic work ranges in scope from the beginning reading, writing, language and number work to the ultimate in educational experiences offered at Perkins, a high school education. Few children, however, reach the achievement level of a high school graduate due to the educational distance they must go in the rather short space of usually fewer than fifteen years. If must be remembered that three months, or one-fourth, of each year is taken up in vacation time when little progress is made. A child with normal vision and hearing can and does learn a great deal through observation and imitation without any formal teaching during the summer, but this is not so with the deaf-blind child. Most new learning experiences must be brought to the deaf-blind child. Actually, then, only a little over eleven years of the deaf-blind individual's first twenty-one years are spent in an atmosphere of real learning.

To summarize the Perkins program for deaf-blind children, I can proudly point to its goal, that of teaching and training the deaf-blind children to enroll to their fullest potential as independent and social beings.

A running account of the demonstration and Mrs. Vivian's commentary is not available, however, a resume follows:

The purpose of the demonstration was to show the degree of proficiency the two girls, Gayle Sabonaites, a high school senior, age 21, and Chan Poh Lin, age 20, have attained in understanding the speech of

others, in speaking intelligibly, and in their understanding of the world about them.

Mr. Queenan, with Chan Poh Lin, briefly demonstrated a review geography lesson in which Poh Lin was to name and point to the continents and oceans of the world on the globe, and to answer some general questions about the climate and major products of various countries of the world. Several questions related to her home country were asked. The Vibration Method of speechreading was used by Poh Lin to understand Mr. Queenan's questions and statements. On several occasions, Poh Lin misunderstood the question and gave an answer inappropriate to the question but usually a reasonable answer for her interpretation of the question. When the question was repeated the answer she gave was usually correct.

Mrs. Vivian asked a number of general conversational questions of Gayle. Gayle also used the Vibration Method of speechreading. Though some of the questions were repeated in part or in their entirety, Gayle had a relatively easy time understanding and answering the questions. Some of the questions asked and the answers given approximated the following:

Question: Who do you think would be a good president of the United States?

Answer: I am not sure . . . but I think President Johnson will be elected in November.

Question: Do you like politics?

Answer: Yes, I read about politics every time I can and I ask my mother about it.

Question: Do you plan to vote in the November election? You had a birthday recently and you are now twenty-one years old. Do you plan to vote in the election this fall?

Answer: Yes, . . . but my mother hasn't taken me to register yet. I think she has forgotten.

Question: What do you think of the Beatles?

Answer: Their hair is funny and . . . I am not sure about their music.

After the demonstration a number of questions were asked of the participants by members of the audience. One inquirer asked if the girls use any means of communication other than the Vibration Method. The reply was made by Mrs. Vivian who stated that the older children, after they have been sufficiently exposed to speech and speechreading and have developed a certain degree of proficiency in these skills, are permitted to use the manual alphabet in social and some classroom activities.

Several persons in the audience then asked if the girls would demonstrate the use of the manual alphabet. Gayle and Poh Lin happily obliged.

VARIOUS APPROACHES TO MATHEMATICS INSTRUCTION

STANLEY J. BEZUSZKA, S.J., *Chairman*

Department of Mathematics, Boston College

Chestnut Hill, Massachusetts

A human body without a spirit is a corpse. A science without a spirit is just as dead. Perhaps it is time to reassert emphatically and clearly the spirit that characterizes mathematics.

Mathematics, despite its long history, remains a young science. Its spirit lies not so much in ancient axioms and unchanging processes as in the freedom which allows mathematicians to probe beyond the boundaries of established thinking.

This spirit of freedom has left its mark on the history of mathematics from its very beginnings to the present time. Mathematics began with primitive man. **Primitive** is used here as a reference point in time, not as a description of the state of man. Primitive man was not a guppy in a mud puddle trying to catch a glimpse of the sky; he was born with stars in his eyes.

Mathematics was created in the wonder of primitive man as he gazed in fascina-

tion and excitement at his physical universe. He wondered at the rising sun which changed darkness to light and at the setting sun that proclaimed the end of day. He wondered about the rhythmic seasons that blossomed with new life and then gave rest to the tired earth. There was wonder too in the restless ocean and the roar of waves that broke thundering on the shore.

As primitive man wondered, he observed and related. He learned to weave a pattern out of the sounds he uttered. He carved messages on rock and sketched them on clay. Other men were taught to interpret and to understand. Men would work together to solve the mysteries of their world.

Men began to organize and classify a universe of distinct and separate objects. The elements in different sets of objects were put into one-to-one correspondence, and the idea of cardinal number was conceived. Man had learned to count.

The language and the symbols for the first numbers were crude — mere tally marks on the wall of a cave or the trunk of a tree. Eventually, however, these marks evolved into the numerals of the Egyptians and the Babylonians. From the time of these early civilizations onward, each society would experiment and improve on the mathematics of its predecessors.

The Egyptian scribe Ahmes has left us a partial summary of the achievements of the mathematicians of his day. Although the mathematics he set forth on papyrus is relatively insignificant when judged by modern standards of rigor, each problem challenges the reader to find a better or simpler procedure for the solution. This ancient challenge format — to find ten ways to solve one problem rather than one way to solve ten problems — remains in the teaching of contemporary mathematics.

The tradition of mathematical inquiry took on new glory in the Hellenic world. Thales, a philosopher and mathematician of the seventh and sixth centuries, B.C., was one of the Seven Wise Men of the ancient Greek world. His investigations put mathematics, astronomy, geometry, and the theory of numbers on a scientific basis. In a sense, the science of mathematical inquiry began with Thales.

After Thales came Pythagoras, whose philosophy of natural numbers became the

basis for a powerful mystery cult. But the philosophy was challenged and the cult shattered by the inquisitive disciple who discovered the irrational numbers. Certainly gave way to disbelief. Disbelief generated fear — a fear of the spirit of freedom to wonder and discover. It is said that the mathematician who divulged the secret of irrational numbers was stoned to death. But with freedom rather than mystery within their reach, the story that the Pythagoreans sacrificed a hundred sheep in thanksgiving is perhaps more accurate. It is not so much the facts of mathematics that disturb a complacent society as its unfettered spirit.

As the power of the mystery cults subsided, men were once again free to pursue truth. Euclid was the first to define the power of reason systematically, and in the *Elements* provided the model for contemporary mathematics. Mathematicians were no longer earthbound creatures. From a set of definitions and assumptions, the mind could weave new and strange worlds. How fragile the wand of "if this . . . then that," yet how magic and powerful a spell it casts.

The list of names continues: Ptolemy and his cycles and epicycles that told the sun when to rise and set, that kept the stars in place; Eratosthenes and his primes; Diofantus and his equations.

As the spirit of mathematical inquiry and investigation waned or died in one civilization, it waxed and flourished in another. Finally, in the fifteenth century, the revived commerce between Europe and the East brought into general use in the Western world the Hindu numeral system. This system, which we still use today, combines the positional simplicity of the Babylonian system with the decimal pattern of the Egyptians.

Nonetheless, mathematicians have continued to search for a better set of numerals and to experiment with numeration systems using bases other than ten. (It is only the biological structure of our hands, with their ten fingers, that accounts for the preferential treatment we give the decimal system. In a different evolution, the base could just as easily have been two or eight or twelve.)

In the sixteenth, seventeenth, and eighteenth centuries, the spirit of mathematics gave birth to the mathematical sciences. Copernicus displaced man from the center of the universe. Napier, the inventor of logarithms, gave the first indications that the drudgery of computational routine could be alleviated, if not completely eliminated. Galileo focused the attention of his contemporaries on the infinite. Descartes found harmony in algebra and geometry and combined them in a new field of mathematics, analytic geometry.

Newton hurled matter into space and produced the mathematical score for the singing spheres — yet humbly proclaimed, "If I have seen a little farther than others, it is because I have stood on the shoulders of giants."

In the nineteenth century and on into the early twentieth century the spirit of mathematics grew bolder. It was an age that saw itself on the verge of an intellectual millennium. Old truths gave way to new ones, and new giants were born:

Lobachevsky challenged the master and pioneered in non-Euclidean geometry.

Boole challenged the complacency of human reason in its ancient logic.

Lukasiewicz and Post challenged Aristotle's axiom of the excluded middle.

Hamilton and Cayley challenged the commutative axiom for algebras.

Cantor challenged the venerable Kronecker and developed the transfinite.

Planck challenged the hypothesis of the classical continuum and substituted the quantum theory.

Einstein challenged the principle of simultaneity and produced his theories of relativity.

Heisenberg challenged the boastful accuracy of scientific measurements and gave us the principle of indeterminacy.

Constructive doubting — challenging of the obvious — is in the spirit of mathematics. This spirit has been recognized and

cherished by mathematicians through the ages, and it has been passed on to the present generations of mathematicians.

Until recently, the spirit of mathematics resided largely among research professors in graduate schools. Yet, as early as 1902, E. H. Moore, then president of the American Mathematical Society, called for some basic reforms in the teaching of elementary and secondary school mathematics.

Thus, four decades before World War II and long before the first Soviet space exploits, mathematicians were calling for basic reforms in school mathematics curriculums. All that was missing from their campaign was a sense of urgency. This was to be provided by the events of World War II and its aftermath, particularly the competition with the Soviets for scientific supremacy and survival.

The reforms in mathematics instruction now being carried out are not academic fads; they are long overdue. If they had gone into effect at the turn of the century, the so-called modern mathematics might have been systematically absorbed bit by bit into the existing mathematics curriculums. Today, however, the schools have had to plan a curriculum revolution in mathematics in order to make up for fifty years of standing still.

Resistance to the current revolution in mathematics has come from many quarters, particularly from those who do not fully understand the need for reforms. Some still believe that the purpose of mathematics instruction is to develop youngsters who can add, subtract, multiply, and divide accurately and rapidly. They are unaware of the fact that they are living in an age of electronic computers that can perform all arithmetic operations with fantastic speed and accuracy.

Although manipulative skill is still important, imagination in mathematics is what needs stressing. The spirit of mathematics (or the understanding of it) is what needs to be instilled.

Basically, the philosophy of contemporary mathematics instruction can be summed up in the following three statements:

Mathematics should give the student an appreciation of the natural origin

and evolutionary growth of fundamental mathematical ideas.

It should help the student to develop a critical, logical attitude toward knowledge and should promote in him a wholesome respect for correct reasoning.

It should make clear the role of mathematics as one of the major branches of scientific endeavor and indicate its relation to other branches of man's wisdom.

Nowhere in these statements is specific content mentioned, for the content of mathematics changes with each new discovery or with each demand for a better solution to an existing problem. Mathematics, therefore, cannot be understood on the

basis of content alone. Such an attempt is as futile as trying to fathom the thought processes of a human being by studying his corpse.

Just as it is the combination of body and spirit that makes man, so it is the content of mathematics quickened by its spirit of freedom that keeps mathematics alive and modern in every age.

Suggested Readings

Lieber, Hugh G. and Lillian R. *Education of T. C. Mits*. New York: Norton, 1944.

Newman, James R., ed. *The World of Mathematics*, 4 volumes. New York: Simon and Schuster, 1956.

Sawyer, W. W. *A Concrete Approach to Abstract Algebra*. San Francisco: Freeman, 1959.

VARIOUS APPROACHES TO MATHEMATICS INSTRUCTION

INDIVIDUALIZED MATHEMATICS CURRICULUM

MISS CHRISTINA BAUGH

Teacher, Maryland School for the Blind

Baltimore, Maryland

I should like to discuss with you the Individualized Mathematics Curriculum developed by Dr. Andrew F. Schott.

The world of our parents and grandparents was very different from our world of today. What we would call the "traditional forms of teaching" were employed in those days. This was true, of course, in the area of mathematics. Little emphasis was put upon the reasoning in back of processes involved; a method of problem solving was taught, drilled upon, and then used. Yes, some good mathematicians came out of this program. The traditionalism met the needs of those times.

But, look at our world of today—space probes, computers, automation everywhere, rapid transportation, do-it-yourself kits, and instantaneous communication. As educators, we must look at this modern world. We must keep our subject matter and teaching techniques up-to-date. We must meet the ever-changing needs of these

ever-changing times! Especially is this true in the area of mathematics which is so closely related to all of living.

Keeping these thoughts in mind, we as educators of children who are blind should consider an additional responsibility to our students. Mathematical concepts come slowly and less often to our partially-seeing and blind children. These youngsters do not have a constant living with numbers which children who see have had from birth. The visually impaired child does not have the world of arithmetic always before the eye—number groups of three chairs on a porch, five people at a table, four rows of three chairs each in a classroom; geometric shapes as a rectangular table, the roundness of the full moon, the triangular suggestion of a silhouette of a pine tree; the Roman Numerals appearing on many clocks or volumes of ever-present magazines. Thus a mathematics program for our children should be so constructed that it will definitely fill in any voids in inci-

dental learnings occurring because of absence of sight. This program should provide basic equipment that is not overly bulky. And our mathematics program should be capable of meeting the growing needs of any child in this "modern" world.

Authorities feel that a modern mathematics program should stress the structure of our number system, encourage student discovery of the principles and laws of mathematics, stimulate the child's use of deductive reasoning, develop logical thinking in the area of mathematics, and allow all children to progress at their individual rates of speed and understanding.

One of the newer programs in operation in the field of mathematics is the Individualized Mathematics Curriculum, introduced by Dr. Andrew Schott. This program has been under study with fully-sighted students for ten years. Fifteen school districts have undertaken the program; 28,286 children in grades one through six are participating. It has been found that on standardized tests, children in this program obtained scores as much as a year ahead of the expected norms for their respective grade placement.

This course of study is programmed into three levels. Each level spans three years. Thus, a student would commence work on Level One in the first grade, completing Level Three when finishing the ninth grade. This method employs cyclic teaching. Level One presents six cycles over the three-year period, with five segments in each cycle. The material making up the segments for the cycles covers counting, addition, multiplication, subtraction, and division. The cycles and segments are scheduled for the year, but students begin individual work in each segment at the point at which they stopped working when that area was covered in the previous cycle.

Level Two is programmed in six cycles of five segments each. This level is extensive and covers the following areas. Segment 1 includes the development of understandings for efficient extended calculations and the mathematics of factoring; segment 2 introduces the mathematics of decimal numbers, rational numbers, and mathematical operations with fractions; segment 3 deals with the Roman Numeral system, elementary equations and literal

numbers involving one unknown quantity, and formalized statements concerning the basic laws of mathematics applied to the decimal number system and zero; segment 4 presents non-metric geometry; segment 5 includes denominate units of measurement, the development of the metric and denominate number systems, and the relationship of number systems.

We shall omit here any discussion of Level Three.

The texts for this program are Summary Books for each segment area. The teaching technique encourages active participation and verbalization on the part of the students. Maintenance problems have been formulated and categorized which provide opportunities for solving every-day-situation problems using combinations of the procedures already studied. There are student-conducted demonstration lessons from the texts on material which needs further explanation. Individual assignments are given to each student from the Summary Books to aid in clarifying meanings. There are summary periods at the conclusion of each segment giving the children time to work at individual rates of speed in the texts. Records are kept of each child's progress through the texts.

Dr. Schott has designed specific equipment for this curriculum. For Level One there is a Teacher's Guide, a game and song book, the five Summary Books, and record sheets. The numberaid—an abacus which will show five-digit numbers or less—shows accurately the number system structure. Children using regular or large-type print handle their "paper work" with a plastislate which is placed over the printed page of the summary book; work can be done and erased on this clear plastic page, and the text is still unused for the summary week work. Children using braille record their numbers on a calculaid; this is a plastic board having ten rows of five columns each; the braille numerals are shown on wheels; signs of operation appear at the left of each row; children are encouraged to use the writer when this is comfortable for them in the more advanced arithmetic. The equipment for Level Two includes a fractionaid, a geometraid, and a ruler and protractor making up the measuraid. These aids have been adapted for use by braille readers.

The "Schott Method," as we lovingly term this program in our school, has been under study in five schools for the blind in the past four years. There are large type and braille texts. The class periods are conducted according to the format of the program—maintenance problems, demonstration lessons, and work sessions for individual assignments. The last week of each segment is spent in summary—individual work in the texts.

When tested, our partially-seeing and braille children who are in this program have gained higher scores than children in previous testings. In the eighth month of the 1963-1964 school year, the following medians were obtained for the total number of children in schools for the blind using this program: first grade braille users—2.3; large-type—1.6; second grade braille users—3.1; large-type—2.7; third grade braille—3.9; large-type—3.7; fourth grade braille—4.4; large-type—4.35.

So, we must consider our children's needs. We must look at the test scores stated. We should think over this summary of the mathematics program written by Dr.

Schott—"The modern or individualized mathematics curriculum places much stronger emphasis on:

- A. the logic of our number system
- B. the principles and laws of mathematics
- C. the meaning behind computation
- D. the 'why' instead of just the 'how' in the operation of numbers and symbols
- E. the individual rate of progress of your child resulting in many levels of learning in each class."

Whether this program is what our children need remains to be proven. Certainly the test scores in total achievement are up. The equipment is available and easily handled by our students. The structure of the program fits with the suggested structures and needs of our age. The texts are few, basic, and not bulky.

Perhaps, as is often true in the field of teaching, our children will be the ones to finally let us know if what we are doing is "mathematically correct."

VARIOUS APPROACHES TO MATHEMATICS INSTRUCTION

MENTAL ARITHMETIC

FREDERICK T. NEUMANN

Teacher, Michigan School for the Blind

Lansing, Michigan

One of the tools that blind people (and many others too) have found most useful in the practical application of mathematics, is mental arithmetic. For many it has proved effective and indispensable; for others it has unfortunately contributed, along with a high level of abstraction, to the further complication of mathematics. Here then, we have an apparent dilemma which deserves explanation, rather than apology or justification.

Since we know that there have always been those students who, because of an inadequate preparation in structural arithmetic with its "true representations" and "concrete experiences," lack a sound num-

ber concept, any attempt on their part to remedy their limitation by way of mental arithmetic must of necessity lead to distraction rather than to abstraction. For them, it was the misuse of the tool (along with lack of readiness and improper timing) rather than the tool itself, which was the source of the complication. On the other hand, for those students who began with an effective structural background and developed a sound number concept, mental arithmetic became one practical aspect of that logical extension and transition from the concrete to the abstract, on which level all systems of mathematics must eventually function.

Essential as it is, therefore, to have the thorough preparation in structural arithmetic, it is equally essential (as Dr. Andrew F. Schott in *Individualized Mathematics* suggests), to discard the Number-aid when the child reaches the abstract level and then to substitute the common mental mathematical operations. If understanding is to proceed from performance, through the verbalizing of the description, to the interpretation of the concept or function on the level of abstraction, there can develop no mathematical insight and no mathematical efficiency without the completion of each of these three stages. Mental arithmetic, as merely one of the tools contributing to this insight and efficiency, is in no way to be considered a complete and sufficient mathematical system by and in itself. Rather, it is an eclectic adaptation, from any mathematics system, of those concepts and procedures which, emphasizing reason more than rule, relationship more than mechanical operation, visualization more than physical representation, and cumulative approximation more than step by step synthesis, enable the individual, with little or no use of tangible equipment, to solve the incidental and immediate daily problems whenever and wherever they are encountered. Thus, building on and not by-passing a sound mathematical foundation, it proceeds from the basic understandings and techniques of structural arithmetic and of the comprehensive program of *Individualized Mathematics*, merely adapting and applying particular concepts and procedures to specific situations of immediate import. It is intended to supplement and never to supplant the system which it seeks to apply without the use of tangible apparatus. It is the one tool that the individual always has with him, and so he must learn to employ it efficiently when nothing else is available. Because of limitations of time and space, the illustrations here presented will of necessity be equally limited and probably inadequate.

Reason More Than Rule

When we say that mental arithmetic emphasizes reason more than rule, we are frankly claiming nothing unique for this aspect of arithmetic since, in all mathematics, reasons give rise to, rather than derive from rules, and consequently, by their

very nature, deserve emphasis. In practice, however, the tendency of the frustrated teacher in the traditional curriculum has been to have the student memorize the "rule" whether or not he understood its derivation, and then to apply it through rote and drill. But the best memory can fail, and so, like it or not, reason must ultimately prevail. If a salesman who is paid eight per cent commission hopes to earn one hundred fifty dollars a week, what should be the total amount of his sales that week? The student may well forget which number should be the divisor in the rule he once learned, assuming that he even remembers that it was a problem in division. Still, he knows that one hundred fifty dollars is eight per cent of something, "what the salesman sells." At this point, there are many approaches (per cents, decimals, or fractions). From the unit per cent eclectic approach, the student may reason that if he has eight per cent and wishes to find one per cent, he can calculate one eighth of that which represents eight per cent, the one hundred fifty dollars. Without his *Calculaid* or soroban, he may not wish to divide \$150 by eight directly. Instead, he knows that half of \$150 is \$75 and this he can divide by eight, and readily obtains the quotient nine and three-eighths. Compensating for his former division by two, he now doubles the quotient and obtains the product of eighteen and six-eighths or eighteen and three-fourths. Since the whole of anything is one hundred per cent, he multiplies this one per cent of total sales by one hundred and reaches the total sales of \$1875. Other students may proceed from the equivalent fraction of two-twenty-fifths through the unit fraction to the isomorphic fraction. Whatever their approach, they must follow reason, not rule.

Similarly, we might approach the artificial problem that if two-thirds of a class uses three-fourths of a pound of construction paper, how much paper should be available when the whole class is present. Immediately, somebody will change the pound to ounces and the problem will, for him at least, become one of simplicity. But the philosophic student may wish "to stick with the fractions to the bitter end" and so he begins to reason. From two-thirds (which is the three-fourths), to one third (which becomes three-eighths), to three thirds (the final nine-eighths).

Then, someone wonders that if this was really a problem in division of fractions, why couldn't we have inverted and multiplied? Someone shows how the denominator or divisor multiplied by its reciprocal equals one, and that to compensate, he multiplies the numerator by the same reciprocal, and thus with a few more illustrations, a few students gain a little more understanding of compensation and the multiplicative identity. At the end, they decide that they still need more thinking about the problem since they may have omitted a step or two.

Then, a final contributor suggests that we might divide as we subtract. In dividing three-fourths by two-thirds, he changes them to twelfths and then asks, "How many times will eight-twelfths be contained in nine-twelfths?" "Ah," says the quiet one, "It goes, I mean, it's contained one time with a remainder of one-twelfth, and one-twelfth is one-eighth of eight-twelfths, the divisor, and so the answer, I mean quotient, is one and one-eighth."

Certainly, this approach may be far from perfect, and yet it seeks to stimulate reason, and explain (not memorize) rules; and as the teacher's understanding, competence and ingenuity grow, they may actually be reflecting the growth in the understanding, competence and ingenuity of his students.

Relationship More Than Mechanical Operation

Since there is no unrelated fact in numbers, many operations can actually be understood in terms of the relationships between the numbers involved. Here the illustrations can be so numerous and varied that we may at best only hint at the many potentialities. If we wish to find the sum of eighty-seven and fifty-nine, we think of the relationship of eighty-seven to one hundred and thus add one hundred to fifty-nine after subtracting thirteen. In adding two hundred sixty-four and four hundred seventy-five, we might find the sum of twenty-six tens and forty-seven tens and to that sum add the sum of four units and five units.

In subtracting, we might include two other approaches. To subtract one hundred seventy-three from four hundred twenty-one, we might employ a change-counting

technique and to the difference between one hundred seventy-three and two hundred, or twenty-seven, we might add the difference between two hundred and four hundred twenty-one. (If I am not mistaken, to find this original difference, teachers some years ago at Perkins encouraged students to think of these differences between a number and the next larger hundred as complements.) Again, if we are to find the difference between three hundred thirty-seven and five hundred fifty-five, we might think of the first difference as that between three hundred thirty-seven and five hundred thirty-seven and to that difference of two hundred add the difference between five hundred fifty-five and five hundred thirty-seven (which we may determine by adding three to fifteen, and then to two hundred). Or if we were to subtract four hundred sixty-eight from one thousand fifty, we might find the difference between four hundred fifty and one thousand fifty and since our original subtrahend is eighteen larger than the related subtrahend, we might compensate by subtracting this eighteen from the related difference of six hundred.

In multiplying, I shall again limit the illustrations. Suppose that we are asked to find the product of two hundred fifty-eight multiplied by sixty-three. Since the multiplier can be factored into seven and nine, I shall use these factors and thus when the first partial product of 258 multiplied by nine is determined, that partial product (which is a factor, not an addend, of the final product) will then be multiplied by the second factor of seven. Some may contend that it would be easier to follow the traditional method of multiplying by three units and by six tens and adding the partial products. On the other hand, since this is mental arithmetic, we would have to keep in our mind the separate partial products before we could find their sum. In this factor method, the first partial product merely becomes the multiplicand for the second factor and disappears when the final product is found. Certainly, like credulity, we must strain our memory as little as possible.

Another approach to this problem might be considered invalid by some since we exchange the multiplier and multiplicand. However, as multiplication is commutative, we shall think of the exercise as being the

multiplication of sixty-three by two hundred fifty-eight. Two hundred fifty, we know to be one fourth of a thousand, and thus we shall find one-fourth of sixty-three thousand or fifteen thousand seven hundred fifty. To that we shall add the product of eight sixty-three's or eight sixties added to eight threes or five hundred four. In this manner, the final product is found in the final sum of fifteen thousand seven hundred fifty and five hundred four or sixteen thousand two hundred fifty-four.

"Ah!" you exclaim. "Now we have you in your own verbalized trap. You have no sooner set forth the principle of avoiding the necessity of remembering partial products to be added (in the preceding illustration of the same problem), than you immediately violate it in this illustration by your one-fourth of a thousand partial product to be added to the eight times partial product." Frankly, you are right. But that's the way the ball sometimes bounces in this eclectic approach, and when it works, we don't hesitate to use it (realizing that, after all, "consistency is the 'hobgoblin' of little minds").

In division, we may make similar use of percentage and fractional relationships with respect to powers of ten in order, under appropriate circumstances, to avoid the extended process of traditional long division. Where the divisor may be factored, we may divide by successive factors instead of by the whole divisor. To many, these approaches may appear more cumbersome than convenient. It may remind them of the gentleman who, as he drove past a ranch, made the comment that in one glance he counted four thousand three hundred seventy-eight cattle. When he was asked how he could count so rapidly, his reply was, "Oh, that's simple; I count the legs and divide by four." Of course, he could have made it even simpler if he had counted the legs, the ears, the eyes and the nostrils, and then just shifted the sum one column to the right in the number structure.

Visualization More Than Physical Representation

Certainly we need not discuss the significance in learning of proceeding from the specific and concrete to the general and abstract. For the blind in particular,

much preparation must be given in the "true representations" and "concrete experiences" of structural arithmetic. For insight and proficiency in the use of geometric figures, we may happily rely upon precise practice with the Geometraid and Measuraid in conjunction with the work of Segments Four and Five of Level Two of Individualized Mathematics. With this preparation, the student will possess the understanding that will enable him to construct figures and solve problems for himself. Eventually, he may find it practical in the solution of problems to visualize the construction with which he is working. Perhaps, in this way, more than by any tactual technique, he can best appreciate the Gestalt of the figure. Surely, even for the most skilled, the perfect construction can only be visualized. But visualization cannot merely be assumed; it must be learned through practice as the student progresses from the actual concrete figure, through one which he "draws" in motion, to the figure that he conceives in his imagination. At all times, he must be able to verbalize his visualization in terms of lettered points, lines and planes so that he can work effectively with it and make his work understandable to others. It is on this level that mental arithmetic or mental mathematics has its application to geometry and to mathematical philosophy.

Cumulative Approximation More Than Step by Step Synthesis

In many instances, the useful or workable or realistic solution is more significant than the exact "answer." A good approximation may serve just as well as the precise quantity, and may save much valuable time and tension. Certainly, Dr. Schott, in his insistence in Individualized Mathematics on an "estimate" before any solution is undertaken, makes wise provision for this goal. In similar fashion, though probably much less systematically, those interested in mental arithmetic have always sought an approximation or "practical" solution when time and other circumstances have hindered them from completing a detailed synthesis. In shopping, we may not know the total to the exact penny; but we do know that the specific number of dollars we have at that moment will not give rise to embarrassment for us at the check-out counter. Thus, although mental

arithmetic may in certain areas provide exact solutions through its own techniques, it nevertheless recognizes and works toward reliable approximations in many areas of everyday living. In this respect, it is interesting to note that as students become better trained in Individualized Mathematics, they become much more effective in mental arithmetic which, as was earlier suggested, is an aspect of, not a substitute for, any sound mathematics system.

A brief comment should here be made of our mental-oral arithmetic practice known as "sticklers." This practice was begun just "for fun" as many games originate in the classroom. Perhaps one student would challenge another student, and then one group, another group, until regulations for competition had to be established so that it would be competition from which all, not just the fastest, would benefit. If there were ten students in a class, we could have two stickler squads of five members each. A series of eight sticklers of decreasing difficulty would be given with the first counting eight points and the last one point. As a person won a stickler, he would be eliminated, thus giving each individual a chance to compete on his own level. The winning of the last point, though just one, often brought more joy and credit than the winning of the first eight points, because it meant the winning of the game, or the coming from behind to tie the game. In this manner, there can be competition in the classroom on the level of individual differences.

But what is a stickler about which this ritual developed? We now use eight types. The first consists of a series of the fundamental operations including squares and square roots. The fourth grade, with training in Individualized Mathematics, has introduced cubes and cube roots so that our students in junior high school are finding

themselves challenged. We use the squares up to twenty-five squared, the products and factors of products up to one hundred and a few negative numbers. Instead of insisting upon the learning of tables by the students, we simply employ various combinations in sticklers and through this game application these combinations are soon learned. Of course, our students in Individualized Mathematics approach the learning of combinations somewhat differently and probably more effectively by relating this learning to the understanding of sets. Other sticklers illustrate the use of the various types of relationships in the performance of the fundamental operations. Still other sticklers develop the facility with Roman numbers, with Roman numbers and arabic numbers combined, and with a final general combination of all types from hidden fractions, through per cents, decimals, and even negative numbers.

If we devote five minutes (more or less) at the beginning of the arithmetic period to this mental-oral arithmetic practice, we feel that it is worth the time and attention because it promotes concentration, encourages rapid computation, and provides enthusiasm in wholesome game competition. Moreover, for the individual who practices mental arithmetic, the greater his facility in handling number combinations, the more effective will be his use of number relationships and the more reliable will be his solutions, whether approximate or precise.

Recognizing then that mental arithmetic is an eclectic adaptation which emphasizes reason, relationship, visualization and approximation, may it be our hope and our practice that, as modern mathematics extends and expands our insight into new concepts and new techniques, our interpretation and application of mental arithmetic will also advance in pace with each new frontier.

VARIOUS APPROACHES TO MATHEMATICS INSTRUCTION

THE CATHERINE STERNS MATERIALS FOR BLIND CHILDREN

BENJAMIN F. SMITH

Principal, Perkins School for the Blind
Watertown, Massachusetts

Among our teachers it is common knowledge that arithmetic is one of the most difficult subjects for blind children to master. True, for some blind children arithmetic poses no troublesome areas. A few even become outstanding mathematicians and make a career of the subject. A large number, however, particularly those who have been blind from birth, find arithmetic an emotionally charged nemesis that haunts them relentlessly up through the grades and into high school. Certainly the arithmetic casualties to anxiety, fear and failure among blind children are greater than those among the seeing, even though many seeing children also have trouble with this same subject. We are all familiar, I am sure, with the blind student in the fifth, sixth and seventh grades who never did understand basic arithmetic concepts, and who, without understanding, has struggled to memorize patterns, and who finally has become so emotionally involved and fearful through his failure that there is little hope to restore his confidence in this subject area.

Why should this matter of arithmetic be such a problem to so many of our blind children? Our clinical psychologists may tell us that many very young blind children fail to perceive in their environment correctly and fail to integrate many of the basic relationships in number which are perceived and integrated almost automatically by seeing children. Educational psychologists, moreover, will tell us we should not expect to impart understandings of advanced arithmetic concepts until these first basic relationships are perceived correctly and integrated. In other words, each child must have a readiness based on understandings for each new step in the arithmetic process if he is to move with confidence and success through this subject without emotional involvement.

This is why it is so important in our primary grades to present the blind child with materials that will do two fundamental things. First, they should reveal the readiness level of the blind child in order to determine the type of material to be presented to him. Second, they must present materials in an orderly fashion that will carry understanding each step of the way, in a manner compatible with the normal perceptual development of children.

For several years now at Perkins, we have been experimenting with the Catherine Sterns materials in this connection. Both as a diagnostic tool to determine readiness, and as teaching materials to provide systematic instruction based on understanding, they have been producing very satisfying results. I would like first to show and describe briefly these materials, after which I will suggest some of the values claimed for them.

Fundamental to the Sterns materials is a wooden cube $\frac{3}{4}$ " on each side. This wooden cube is a unit of measure throughout all of the materials. They are combined in strips of 3, 4, 7, 9, or any other desired number, to give a rod of any desired length. In this way they can impart either a concept of number through counting, or a concept of number through measurement in special terms. The rods that are formed of two or more cubes have a distinct groove separating each unit block from the next, which can readily be distinguished by the touch of blind children.

These cubes together with the rods formed from joining them together can, as I will show, convey to the blind child in a very concrete and tactual fashion all the basic concepts of number relationship usually considered necessary for the child in the

kindergarten and the first three primary grades. They are the best materials we have found to date to bring understanding of basic number concept to our very young blind children. They bring this understanding through participating experiments which we all know is one of the most effective pathways to learning. Let us examine some of the ways in which these unit blocks and rods are used to convey arithmetic relationships.

First, we have a counting board. This wooden board is rectangular in shape about 12" x 16". It has across the surface from bottom to top a series of ten grooves, each of which is the width of one unit block. The grooves vary in length, however, from the size of one unit block on one side to the size of ten unit blocks on the other side, with the other lengths of two to nine arranged in order between. A child by examining with his hands both these grooves and the different size rods with which he is provided can find just the right size rod to fit into each one of the grooves. When he has learned how to do this matching, the chances are he will have a pretty good idea of the difference both in size and in number that lies between the concept of one and the concept of ten.

Once the child has mastered the matching of grooves and rods in this counting board, he finds himself with a sort of a stairway that grows higher one unit block at a time as he progresses from one to ten. He is then ready to discover that by adding a single unit cube to number one cube he has a rod the size of the number two rod or by adding one unit cube to rod three, he has a rod the size of number four, etc. He also may discover that every time he adds a unit cube to an even numbered rod he will wind up with an uneven rod and vice versa. There are, of course, other concepts to be derived from this board, but the time is fleeting and we must move on to the next piece of material.

Next comes a nest of ten number cases. Each of the ten is square and there is one to fit exactly, both length and width, the size of each of the ten rods shown on the counting board. One of these boards, for example, is five unit blocks long and five unit blocks wide; another one is eight long and eight wide, etc. These cases are able to bring to the child through actual

demonstration little stories concerning addition and subtraction facts from one to ten. Let us, for example, take the five number case. In it, at the extreme left, we can put a five rod. It just fits; there is no overlapping; there is no space left. Next to the five rod we can fit in a four rod and a one rod. These also just fit, which means that four and one also make five. Next to this we can put in a three block and a two block. These two rods also just fit, which proves that three and two make five. We can reverse the process and put a two block and a three block in. The child knows now that two and three also make five. Next, we can put a one and a four block to make five. Our number case is now completely full and the child has had experience with all of the possible combinations that make five. Similarly, in subtraction we can take up our full number case five. By taking the five block away we see a blank space that goes from one side of the case to the other. If you take five away from five, nothing is left. Next we have our four and one block. By taking one away from five, we are left with a four block. By taking the four block away, we find we are left with a one block. Then we come to our three and two, by taking three away, we are left with a two, by taking a two away, we are left three. In a similar fashion, all the combinations from one to ten may be established through these number cases.

Let us turn next to pattern boards. These boards show a number in its group concept. There is a separate pattern board for each of the numbers — one through ten. Number one pattern board has a depression that will hold just one unit cube. Number two pattern board has two depressions each of which will hold a unit cube side by side. The three pattern board has three depressions each one of which will hold a unit cube, and so on, up to ten. In this way children discover that numbers have a certain cluster value. They also discover that an even number has an even symmetrical pattern and an uneven number in space has a one block tail hanging over. After the children have learned to fit the blocks into these patterns one to ten, they learn to form them on the desk outside of the pattern boards. These are just a few more necessary concepts in number relationships that come into understanding because they are concrete and can be tested and proved.

Finally, for today's demonstration we come to the number track. I am sure many of you know what the number line is. The Sterns number line comes in a track that is measured out in unit blocks as far as space is concerned. Because we commonly use base ten in teaching our number relationships, the Sterns number track is put up in units of ten blocks each; these sections can be hooked together to infinity. Contained in this number track is all the necessary discoverable information to provide the child with a thorough understanding of all of the four processes of addition, subtraction, multiplication and division. A child, for example, can prove that nine plus eighteen equals twenty-seven by first placing a nine block in the number track and adding 18 more blocks and finding out where it ends on the number track. By reading the braille number at the point where the 18th block is placed, we will discover that it is 27. In the same way, he can discover that by taking the 18 blocks away from the 27, he is left, through the process of subtraction, with a nine block. To understand multiplication, for instance, he can put four five blocks along the number track and discover that they reach 20 on the track. Therefore, four fives must be 20. To divide 20 into five equal parts he will find that five taken out four times will bring him back to zero.

This, by necessity, has been a very brief sketch of the Sterns materials. Further discussion and question answering will take place in the Mathematics Workshop meeting to follow.

Let us now take a few minutes sketching the values that are attributed to these Sterns materials. In the first place, the materials are concrete. This, above all, is important to blind children who must depend upon tactual stimulation in the learning process. These materials present a tactual sensory experience with which the arbitrary system of number work can be associated.

Secondly, in another sense, the material has an abstractness about it. It is a set of wooden blocks which does not have about it many distracting qualities. It does not, for example, have a pleasant odor or the anticipation of an exciting taste as apples or candy would have if they were used as objects. It does not necessarily remind them

of other life functions as buttons or pennies might if they were used as objects. In short, the abstractness of the material emphasizes the number ideas and minimizes the confusion of object recognition which would occur if a variety of other real objects were used.

Next, the size of the materials seems to be satisfactory for the use of small blind children. It is large enough to provide an emphatic motor experience and yet not so large that it becomes an exercise in mobility to make effective use of it.

Furthermore, and very important for blind children, the material is stable in space. As you have seen, the counting board, the number cases, the pattern board and the number lines all provide a positive confinement of the blocks in space so that they are not easily brushed aside or put out of place by a blind person who does not realize what has happened.

Again, the material is largely self-correcting. In other words, either the blocks have to fit exactly into position or there is a mistake and the child can readily understand this. If there is a mistake, the child can return to the beginning and start over again and find out exactly where he went astray.

The foregoing are values claimed for the materials themselves. Let us now consider some of the values claimed for the process in which these materials are used. First, the organization of the material and of the teaching process emphasizes thinking and making generalizations rather than memorizing or making individual conditioned responses. By fitting each of these blocks into its proper place, the child sees exactly how it relates in number and in size to every other block which in turn leads him to general conclusions which serve as a base for understanding.

Next, the presentation of material is in developmental sequence. We hear a great deal today from mathematicians about the great importance for the mathematical curriculum to follow an orderly sequential continuum. This concept rejects any element or material that does not contribute to this orderly continuum. This view holds that each step in the arithmetic learning must contribute to important understandings that will come later on in the contin-

uum. These Sterns materials seem admirably suited to this concept of the sequential continuum.

Furthermore, the materials and the teaching process emphasize both cardinal and ordinal numbers. This point will be clear to all teachers of arithmetic from the demonstration of the Sterns materials earlier. Both of these concepts, of course, are vital to the understanding of fundamental relationships in numbers.

Next, these materials convey number ideas based on relativity both in size and in space. Relativity in size is demonstrated by the blocks themselves and by the pattern boards. Relativity in space is revealed by the number track and, to a degree, by the counting board. Again, relativity in size and space are both fundamental concepts in an understanding of numbers. Closely akin to this last characteristic is the fact that in the Sterns materials, operations are taught first by measuring instead of by counting. Measuring is a more sophisticated method and may provide a more complete understanding of the relationships in numbers.

Still further, the process is based on self-discovery by the child rather than on teacher authoritarianism. This encourages the child to depend upon his own thought and action processes for self-confidence rather than upon another person for this security. I am sure that few would discount the value of this manner of approaching life's problems.

Finally, with the Sterns materials the child must participate in the learning process motorwise. This provides the teacher with an excellent opportunity to observe and to detect and to diagnose the mistakes the child makes and to determine the proper steps to take in correcting them. After the teacher has worked with these materials for a time, usually she is not only able to diagnose the child's difficulty, but is also able to know whether or not the child is ready yet for even the very simple concepts being expressed in the beginning of the Sterns materials. Our experience has demonstrated clearly that some children coming into kindergarten and first grade are not yet ready for the early steps in arithmetic. It is for the psychologists to help us in analyzing the problems of these

children and to develop means of correcting the faults in perception during the early pre-school years.

The Catherine Sterns materials were developed for seeing children when they were conceived. I am sure Catherine Sterns had no thought of blind children. The blocks, for instance, are in colors to give visual clues and arabic numbers are used to identify pieces of material. The remarkable thing is that with a very minimum of adaptation these materials can be made very practical for the use of blind children. The visual color clues are readily changed to tactual ones. Braille numbers may easily be placed along the number track and on other parts of the equipment. In order to make the third dimension appear more clearly to blind children we have developed a frame to hold the stairway of the counting board in a vertical position which has proven very helpful to blind children. Other adaptations will occur to teachers who deal with the material for any length of time.

Some experimental work done here at Perkins with the mentally retarded and with the multiple-handicapped child indicate that these materials can be very effective in working with these children. This is an area that needs further exploration.

I must not leave this subject of the Sterns materials without mentioning the most important piece of Sterns material. There is a teacher's manual. It is not just a manual. It is a guide to the teacher that will enable her to move with her children step by step through the material with a minimum of opportunity for strain or mistakes. I cannot say too much for this manual. Teachers, like the rest of us, are human. They cannot move into unfamiliar ground without anxiety, fear, insecurity and all the other emotional disturbances that accompany ignorance. The Catherine Sterns manual has taken this fact into account and has provided one of the best step-by-step manuals I have ever seen. The manual will not, of course, provide the teacher with that flexibility of teaching that comes only with years of experience, but it will provide the teacher with an orderly pattern of teaching methodology she can follow with confidence.

There are, also, work books for the students, but these are highly visual in nature. At Perkins we have been modifying these

workbooks using the thermoform to put this material in the hands of our blind children. This is the approach then to arithmetic that is going on at Perkins and gives promise for the future.

Now you have an introduction in the Catherine Sterns materials. I urge you to explore them and determine for yourselves

the values they contain. The Overbrook School for the Blind in Philadelphia, the New York State School for the Blind in Batavia, the New York Institute and several other schools also have been exploring these materials. Comments reaching me suggest that conclusions in these schools follow pretty much those of our own.

ILLUSTRATIONS AND EDUCATIONAL DEVICES FOR THE BLIND

PERCEPTUAL PROBLEMS IN THE USE OF ILLUSTRATIVE MATERIALS

CARSON Y. NOLAN

Director, Department of Educational Research
American Printing House for the Blind
Louisville, Kentucky

Webster's Third New International Dictionary defines an illustration to be "a picture or drawing or diagram or some other sensory aid that helps make something (as a book, a lecture) clear or more helpful or attractive." Development of illustrative materials for use in the education of blind children, particularly those who are braille readers, long has been a source of concern to teachers and others in the educational field. Scarcely a week goes by at the American Printing House that some inquiry about production of illustrations is not received. The increased use of visual illustrative materials in school texts in recent years has augmented this problem.

This morning the problems of providing illustrative material for braille readers are going to be discussed from several points of view including those of producers and users. However, before this happens, I would like to make some comments on these problems from the viewpoint of one who is interested in the study of human behavior. My comments shall concern illustrations as appropriate forms of communication, legibility of illustrations and their validity.

In the realm of human behavior, the illustration problem falls within that general

area of behavior labelled perception. A crude general definition of perception is that it is the process whereby, through the intermediation of our sensory receptors, we become aware and knowledgeable about our internal and external environments. Illustrations then, should serve this purpose of increasing awareness and knowledge of our internal and external worlds. The type of illustrations possible in any case will depend on the sensory intermediary employed.

This brings us to a critical problem. Illustrations in print texts are employed and designed for use with one particular sensory intermediary — vision. In attacking the problem of translating print books to tactual form the following question is usually asked: "How can these print illustrations be reproduced in tactual form?" May I point out that this is the wrong question? It is wrong because it assumes that the sensory intermediators — vision and touch — are equivalent, when indeed they vary tremendously in sensory acuity, perceptual span and other characteristics. The question should be: "How can the information involved in the illustration be conveyed to the tactual reader?" For a particular set of information, some type of

communication other than an embossed page may be more appropriate for conveying the information to the blind reader. In this case, what is sauce for the goose may not be sauce for the gander.

When we attempt to illustrate concepts through two dimensional drawings, graphs or diagrams, a host of problems arises. These have as their source ignorance of the dynamics of tactual perception. We have extensive knowledge of the dynamics of visual perception that has accrued first through developments in the field of art and then through prolonged intensive and extensive study of visual perception itself. While many of the laws for visual perception have general application for tactual perception, these processes are not completely parallel qualitatively or quantitatively. Lack of awareness of the disparity between tactual and visual perception often leads us to production of two-dimensional illustrations which have designs that are based on our experience with visual illustrative techniques. The result can be an illustration with visual legibility and appeal but with a low degree of tactual legibility. More complete information concerning the dynamics of tactual perception

would allow us to avoid this situation. Interest in research in tactual perception appears to be growing and several projects are underway in this area.

We should make sure that in our eagerness to make illustrative materials available to blind children we do not convey erroneous concepts. The classic example of this is when we outline a picture or a photograph of an animal. In the result, the animal may have four, three or two legs depending on its angle to the original observer. If the animal has four legs showing in the original picture, in the embossed tracing two of them may be shorter than the other two, since things more distant from the observer are seen as smaller. Use of models as illustrations also courts this difficulty. Models do not accurately portray all sensory dimensions of an object such as height, weight, surface texture, surface temperature, odor and so on. Other informational sources must be employed to convey these data to the blind user or incomplete or inaccurate concepts may result.

Awareness of these three problems will enable us to more effectively solve the problem of developing illustrative materials for use by the blind.

ILLUSTRATIONS AND EDUCATIONAL DEVICES FOR THE BLIND

DIMENSIONS IN RESOURCES FOR CHILDREN WITH VISUAL PROBLEMS

GUY J. MARCHISIO

Chief, Division of Children's Services

Board of Education and Services for the Blind

Hartford, Connecticut

It seems to me that a discussion on resources for children who are visually exceptional ought to begin with a thorough appreciation of certain concepts and criteria. Few, if any, educators will disagree with the precept that meeting the needs of each child is basic to sound education. With the addition of a new dimension — the visual problem — the individual approach to servicing blind and partially seeing chil-

dren becomes far more complex. Although we have come a long way from the days of the self-contained classroom and the substitute textbook with their resultant peripheral education, we have still much to do in the area of providing equalized schooling in whatever educational setting is utilized. Fortunately, we are becoming less concerned about the type of facility and more concerned with making available to

children an increased number and variety of materials — specialized, adapted and ready-made. From the broader and fundamental aspects of this discussion, there must be a recognition in terms of services that the greater number of legally blind students have usable vision, that a greater variety of book titles and other essential materials should be made available, and that the supply should be available on order or upon short notice. Unless we can provide for these unmet needs, any suggestions on specific and over-all needs would be rather theoretical and ineffectual.

Dr. Nolan has suggested I present this paper from the viewpoint of the teacher's needs, and most particularly, as they concern illustrative material for children who are enrolled in integrated public school programs. Although we shall keep this point in mind, I should like to say, however, that whatever resources may be appropriate and necessary are presented because all children who are visually exceptional may profit by their use. Rather than to discuss what might be a Utopian situation, I prefer to list possible ways and means for an improved and yet attainable service to the schools. The following, I believe, will lead us toward this end:

1. An extended catalog listing of textbook titles in each subject area and weighed in accordance with demand and mode of reading — By far the largest catalogs of braille and large print textbooks are published by the APH, Recording for the Blind lists more than 7,000 titles, while the Library of Congress (through APH and AFB) manufactures an extensive list of Talking Book records. Yet, the number of subject matter and supplemental reading books for elementary and secondary school students is far too limited. For public school purposes, volunteers must carry a considerable amount of the load. Even with an expansive network of volunteer transcribing organizations across the country, we find ourselves in short supply of both recreational and textbook materials in all usable forms but most especially on tape, records and in large print.
2. Provision of short-run book production — Ever since the days of the "Clear Type" series and even with the inception of a large print textbook service at Stanwix House and APH, this production has lagged far behind that of either braille or recorded books. Volunteer groups are gallantly trying to meet the need through manual or other very limited methods. In desperation, expensive reproducing and at times unsatisfactory methods are being utilized. It is encouraging to note, however, that such organizations as the National Braille Club, the American Thermoform Corporation, Xerox Corporation, Stanwix House and APH are aware of this urgent problem and are making every effort to produce or reproduce in large print form the individual book requirements.
3. Inexpensive large printing and braille of novels and short stories for young children's very own use — Little needs to be said regarding the importance to a child of building a home library shelf of braille or large print story books. Small sized as well as lightweight books of the paperback variety now available from several volunteer groups should be available in quantity and at a reasonable price.
4. Foreign language dictionaries in large print as well as in braille — The value of this supplemental material in both large print and braille forms has been discussed for some years. Several dictionaries have already been printed. We need to speed up the production and make available several editions and grade levels of foreign language dictionaries.
5. Compression and compatible recordings — These could prove to be some of the most exciting and worthwhile devices since the introduction of the Talking Book Program. Indeed, with the pressures of completing school assignments at the same pace as their seeing classmates, with the trend toward

using a number of main textbooks in each major course, and with emphasis on supplemental reading and research, visually exceptional students must develop the ability to read rapidly and to scan. Compression recordings, plus a completely compatible playback machine for playing plastic discs, and cartridge tape recorders should be speedily evaluated and adapted for today's needs.

6. State libraries under the Library of Congress — There is little question in my experience that more efficient distribution of recorded and braille materials to residential and public school programs would be possible by the establishment of state libraries for blind and partially seeing people. The regional library was established when the population of Talking Book machine users was small and when children were not eligible for the service and their extensive book needs were not anticipated. State libraries sponsored by the Library of Congress could act as centers for volunteer transcribers, repositories for books in all forms and could assist school programs with other resources.

7. Braille texts with three-dimensional figures in kit form and large print with colored pictures — Despite the reaction by some that it is the teacher's responsibility to adapt and supplement the text with a variety of resources, my information from teachers is that basic readers, elementary science texts, and other braille textbooks in kit form, with well-prepared three-dimensional figures, would open up additional experiences for the young child. Certainly the teacher has more than she can do to adjust and adapt, plus the fact that representative three-dimensional figures would help to stimulate activity and discussion on the part of the child. Textbook pictures in color should be one of our immediate goals. I dare say that the majority of legally blind, seeing students cannot appreciate the full

significance of grey and black photography nor would they be educationally inspired by their use. Pictures in color would create new experiences for the partially seeing child just as the three-dimensional figures would stimulate growth on the part of the blind child.

8. Desk-size maps in braille and large print — All I can say here is let us have maps, maps, and more maps! We need inexpensive desk-size maps: current maps in braille and large print, multicolor and relief form, political, physical, state, regional, town, and individually-reproduced maps. The present plastic relief and outline print maps and atlases are helpful, but many more types in small size and which would be expendable would be better.

9. A greater number of standard and well-recognized school achievement measures for all grades — Although some may question the value of administering achievement tests to visually exceptional children, schools continue to request a variety of editions and forms. If for no other reason than trying more than one type of measure, several of these tests in braille and large print should be made available. There are, of course, more significant reasons for choices; some of these may be — evaluating for similar content, self-competition and data from more than one source.

10. Supplemental aids for school and community — Teachers are constantly having to adapt educational aids manufactured by commercial publishing houses. This resourcefulness should be encouraged. However, I am in agreement with them when teachers suggest that some of these aids could be produced by organizations working in the interest of visually exceptional people to more nearly meet their needs. In addition, teachers would be partly relieved from hand-copying, transcribing, adapting and devising and this would leave more time for

instruction. Some of the items mentioned include the production for both blind and partially seeing students of flash cards, more reading readiness materials, answer sheets for taking objective tests, alphabet books, braille instruction books for children and their teachers, and more individual and group table games.

I do not believe that meeting these educational needs is either overwhelming or impractical for the immediate future. These suggestions are not even new nor startling. With some imagination, changes of concept, and cooperative effort, we can open up new vistas to visually exceptional students and eliminate the burden of adjustment more handicapping at times than the visual problem itself. Is this not worth the effort?

ILLUSTRATIONS AND EDUCATIONAL DEVICES FOR THE BLIND

IMPROVISIONS POSSIBLE AT THE SCHOOL LEVEL

WILBER H. FULKER

Principal, Blind Department

Colorado School for the Deaf and Blind

Colorado Springs, Colorado

Most of us are aware of the problem of lack of concepts or many partial concepts among our blind students. Good solid learning cannot take place without good solid concepts to build on. To me, this is the real challenge in teaching the blind. The successful teacher must be on a constant lookout for the concepts to be developed and then for a means to help clarify them if the student can't have a first hand experience or doesn't have enough background for an analogy. For the normal student we use pictures and drawings.

Thanks to the development of the Thermoform, it is now possible for the classroom teacher to use her ingenuity and produce an innumerable variety of teaching aids with it. Probably the greatest advantage of the Thermoform, besides versatility, is the psychological advantage of each student having his own drawing or relief map to feel over and over and ask questions about. If you have made your drawing from one in the print edition, it is now possible for a whole class of blind, partially seeing and sighted students to discuss the same subject. Even if your drawing is quite poor or inadequate, I feel it is worth using because you are helping close the gap between the blind and the seeing student.

Now for a few hints on how to use the Thermoform to its limits. Keep your drawings as simple as possible. Don't try to put in too much detail. Use lots of contrast. Remember, we can use lots of relief because we aren't trying to produce a drawing for a text which therefore will be crushed when the book is closed. You can make a very satisfactory line drawing board by fastening a piece of window screen one foot square to a piece of Masonite or sheet metal one foot square with masking tape. You make your drawing by placing a piece of braille paper on the screen and drawing with a stylus or old ballpoint pen. Do your labelling by brailleing on another paper and cutting out the strips and gluing them on the drawing. This raises your labels and helps accentuate them. Certain lines in the drawing can be accentuated or emphasized by gluing on wires or better yet a small size (.020 inch) solder. The solder is very easy to bend to any shape. Use good old Elmer's for gluing. You can get contrast by making part of the drawing in relief by using cutouts of Masonite, heavy cardboard or textured materials such as draperies, sandpaper, Plaster-of-Paris or glue and sifted sand. The Thermoform can also be used to duplicate a small portion of any plastic formed map by turning the original

map upside down and pouring in Plaster-of-Paris in the portion you want to copy. After it is dry, remove the cast and trim to size and glue the plaster on a piece of braille paper and then glue on the proper braille labels and your master is complete. This method is especially helpful in making specific feature maps for teaching Earth Science or Geology. A good source of original maps is the Air Force relief map for the various sections of the country.

Sometimes it is convenient to have print labels as well as the braille. This can be done on the master if you are fortunate to have a Dymo tape printer that uses metal tape. Glue your metal labels under the braille labels. The Dymo plastic tape will not work because it will melt in the Therm-oform machine.

Don't be discouraged if your students can't read your drawings on their first try. Remember that you and I had to be taught to read drawings and we were used to looking at pictures while the blind haven't had very many pictures in their texts on which to practice. Let's start using them in the lower grades so that students will get more familiar with drawings. Speaking of drawings, let your students experiment with the drawing board I described earlier. If you use Masonite or heavy cardboard cutouts of various objects such as a pumpkin, tree or heart, and let the student draw around these with his stylus on art paper, he can easily tear out these objects and make holiday cards. This makes a good art project.

Another good source of materials for concepts is the model shop where you can purchase any of the wonderful scaled models that are being produced. These are wonderful for teaching total concepts and relative sizes. Don't be worried about breakage, just keep a tube of cement on hand and glue the parts back together. Many of the new toys are perfectly scaled models also.

If you can't buy the model you need, make one out of simple materials. These don't have to be fancy or professional. Remember it is the idea you are trying to help put across or clear up for the student.

Where do you get ideas for drawings or models and which ones are needed? A couple of the best sources of where, are the print text you are using and an encyclopedia. Copy their diagrams, use their

projects and use their teacher guides. Many of their teaching aids can be adapted if you use your ingenuity. For example, where the science books describe how to demonstrate the seasons by using a light and a globe, you can use a heat lamp and your big relief globe. The back of the hand is very sensitive to heat and can easily detect how much more intense the heat is when striking at right angles near the equator and cooler when striking obliquely at the poles. A heat lamp is also a good method of demonstrating what a shadow or silhouette is. Cut their silhouettes out of cardboard and you will be surprised to see that they can identify each other's profiles by feeling. These even make attractive Christmas presents for Mom and Dad when pasted on a contrasting background.

Now which concepts are needed? The students' questions are usually the best guide. Don't be afraid to bring in a model or drawing two or three days after you discussed a subject and you found they didn't understand it very well. Your students will be most appreciative that you cared enough to make the effort. You can also be guided by your own observations and by looking ahead and noticing what concepts are being developed in the text. If there are suggestions or directions to be used for the sighted, always try to adapt them for the blind. For example, the simple experiment of placing scaled discs to show the relative sizes and distances in the solar system can be made very meaningful for the blind by making the planets in 3D by using aluminum foil and rolling the planets to scaled size or use styrofoam balls. String these on a wire at the proper distances along a wall and put round-headed pins in each planet for its moons. Another sighted teaching aid that is easy to adapt is the ribbon thermometer. Instead of using colored paper, use two kinds of cloth with contrasting textures.

Some sources of concept material that are too often overlooked are the splendid cut-away models of shoes, irons, etc. that the large department stores use in their displays. The managers will usually be glad to give them to you when they are through with them.

Let's not sit around and wait for some agency or publisher to produce what we need today, let's let our imaginations and ingenuity work for us now.

ILLUSTRATIONS AND EDUCATIONAL DEVICES FOR THE BLIND

ILLUSTRATIONS IN MASS-PRODUCED BRAILLE BOOKS

MARJORIE S. HOOPER

Braille and Large Type Editor

American Printing House for the Blind

Louisville, Kentucky

The topic assigned to me — "Illustrations in Mass-produced Braille Books" — is somewhat bigger than I believe Dr. Nolan intended it to be. I say this because, in this plastic age, braille books are now produced in multiple copies by vacuum-forming plastic sheets from paper masters, as well as by the regular braille press-printing method of printing paper sheets from metal plates. There is also a third method which uses plastic printing plates which have been vacuum-formed from paper masters, but, for certain technical reasons, the results of this process are not too satisfactory, and this method has even more limitations than either of the other two.

Before discussing the problems involved in making illustrations, either by the vacuum-forming of plastic sheets or printing paper sheets from embossed metal plates, perhaps a description of both procedures would be in order.

1. In using the vacuum-forming process (of which Thermoform is the best known), a transcriber, using either a slate and stylus or braillewriter, embosses the material on heavy braille paper. In addition to straight braille copy, such sheets may also contain simple two-dimensional drawings made with special tracing wheels and other tools, or even nearly three-dimensional diagrams several times thicker than the height of a braille dot. To reproduce multiple copies of such material, the original embossed paper sheet, or master, is placed in a frame with a sheet of plastic clamped over it. Since the paper is porous, all the air between the plastic sheet and the paper can be removed by a vacuum from below. With the vacuum still on, the entire frame is run under an electrically heated unit for a few seconds, thus permitting the plastic to soften and mold around the braille dots, raised lines,

or other raised objects on the paper. When the heating unit is removed, the vacuum turned off, and the plastic sheet allowed to cool, the raised impressions harden and become almost indestructible except under high temperatures.

2. For regular press-printed braille, thin sheets of metal — usually zinc — approximately .010" thick, are first folded in half, and the hinge or fold pressed very flat. This double plate is then embossed on a mechanically or electronically driven stereotyping machine, both powered by electricity, or in the case of diagrams and illustrations, hand-tooled to show the information to be represented. In preparing such a plate, the braille dots or drawings are embossed simultaneously into both halves of the double plate. To print, paper is placed between the two halves of the plate and the impressions are pressed into the paper through pressure. (For books, paper is dampened before printing, since as it dries it also shrinks somewhat, thus producing a hard, firm dot which will withstand numerous readings.) To keep the dots on the metal plates from being pushed down as the paper is printed, the plates are mounted in a press which has several thicknesses of blotting paper or thin rubber sheets between the braille plate and the flat-beds or rollers of the press, depending upon the type of equipment used. The result of this process is a brailled paper sheet.

I have given you the above brief description of the two processes, since this will explain to you some of the inherent differences in problems and in possibilities of the two methods. Thus, braille paper sheets printed from metal plates can reproduce only two-dimensional drawings, the lines, dots, or other configurations of which cannot be any higher than the conventional

braille dot, since this is as far as the paper will stretch. If the paper splits along lines, or the dots break through, any embossing is usually destroyed with a single reading. On the other hand, vacuum-formed plastic sheets can be molded around objects as much as $\frac{3}{4}$ inch thick, without breaking or splitting. However, the weight of plastic sheets is very considerable, and many people find plastic braille disagreeable to the touch and even impossible to read after a short while. Cost-wise, the plastic-forming process is cheaper when only a few copies are to be reproduced from the same paper master. However, when 20 or more copies are needed, it is usually as inexpensive, and becomes progressively more so, to use the metal-plate process which prints on paper—even if volunteer labor is employed for vacuum-forming. This is for three reasons: paper is relatively very cheap as compared to plastic sheets; the speed of feeding an automatic or even hand-fed press using metal plates is many, many times faster than vacuum-forming; and, of course, with interpoint printing, four pages are printed at a time instead of just one.

Now to get down to the embossing of illustrations. As I see it, the problems faced by the publisher of multiple-copy books are the same as those of the hand-transcriber making a single copy, and are three in number: editing, mechanics, and personnel. Of the three, the editorial responsibility is the most important, since it is here that decision is made as to which, if any, illustrations are to be included within a given textbook, and how they are to be depicted. It is at this level that there must be an overall knowledge of legibility of embossed drawings to the finger reader, including conversance with research on the subject, and it is here that the standards and procedures to be followed are established for producing raised diagrams, maps, and other illustrations. Whatever the textbook to be brailled, it should be carefully gone over in advance, before the embossing is undertaken, by someone who understands the subject involved and who can evaluate if each individual drawing or diagram is necessary and/or meaningful to context, and also whether it can be presented effectively to the blind reader. If a particular illustration is necessary for understanding of the text, but is of such nature that it cannot be reproduced so as to be meaningful to the braille reader, it should be

omitted, and a suitable and concise description in words should be substituted for it. If the drawing can be embossed if properly adapted or simplified so as to be meaningful to the reader, the editor should give exact instructions for its reproduction, and should indicate any necessary changes in the wording of the text.

In making these statements about the editing of textbooks, I realize that many people will disagree with me. However, I also know that some illustrations, such as pictures, cannot be reproduced in any manner in embossed form, while others must be adapted to be understood by the reader. I find myself quite irritated at times with the insistence in some quarters that the ink-print text be copied word-for-word in braille, even if it does not make sense without pictures which cannot be reproduced. To be sure, this gives the blind child the same **wording** (and I want to stress the word "wording") as his fellow sighted classmates may be reading, but it does not give him the same information, if any information at all, unless he has a sighted teacher at hand to help him. And what about the blind teacher who may be using the text? On the other hand, I also know that cluttering up a reading lesson for a small blind child with transcriber's notes defeats the purpose, too. There are times when I long for a return to the good old days when students learned through **reading**, and were not completely dependent upon visual instructions slyly inserted in the form of pictures and illustrations. Since this is not likely to happen in the near future, I would suggest that some serious research be undertaken to find a practical solution to, or intelligent compromise of, the problem.

Having completed the pre-editing of the ink-print copy, the next step is to actually make the embossed illustrations. This consists of several operations. First the diagram must be redrawn on paper. At the Printing House we employ semi-skilled artists who make pencil drawings which include necessary proportional enlargements, and at the same time eliminate all but basic information. Any embossed drawing which is filled with a myriad of lines is less than useless to the finger reader. If a large amount of information is necessary to a diagram, it is often best to make a number of drawings, giving different basic

information in each. The blind student examines all of the series of what is a single diagram in ink print to obtain the information he needs. As an example, take a map showing the location of natural resources and industries of a particular area, and relating this information to the sites of cities. Obviously, all of this information cannot be contained on a single braille map. Three maps are therefore made of the same area. On the first map will be shown the location of the cities; on the second will be shown the location of natural resources; while the third will show the location of various industries. By relating the locations shown on all these embossed maps, the student can gain the information portrayed by the single original ink-print map.

After the diagrams are drawn on thin sheets of tissue paper, a brailist draws in the necessary braille labels, such as names of cities on maps, numbers and/or letters for geometric figures, figures and identifying wording for graphs, and so on. If there is not enough room to put names of cities on the maps, letters or numbers are used, and a legend must then be provided which explains the numbers and letters. All of this drawing and labelling on the sheets of tissue paper must be done before the book is actually embossed. A brailist (we call them stereotypists) then embosses the text, pasting the diagrams or illustrations onto the metal plates as they can be fitted into the space available. Actually, she works the braille text itself around the diagrams, to give the best possible presentation. After the metal plates have been brailled, paper proofs are taken which show only blank spaces for the illustrations at this point. These proofs are given a first reading, so as to find as many as possible of the errors made in braille before embossing the illustrations.

When the plates have been corrected, they are then sent to the toolers who do the actual embossing of the diagrams. This work is slow and tedious, and is done by the use of a number of special hand tools and a hammer, with the exception of solid lines. In the past two years, one of our Printing House mechanics has devised an electrically-driven hammer to drive the line-drawing tool. The tooler simply sets the plate under the line-drawing head and, following the pencilled lines of the paper

drawing pasted onto the metal plate, slowly pushes the plate along as the electric line-tooler hammers in the raised lines. This electric line-tooler has been a godsend to us these past few months, since it cuts the time to make an embossed line some 75 to 80 per cent, and is much more accurate in control of constant line height than the hand tools.

After the diagrams have been tooled, and the braille labels inserted in the proper places, the entire plate is given another proofreading. The second proof-reader not only reads again for braille errors in the text, but is responsible for a complete checking of the diagrams and their labeling. The reason we do not tool in diagrams before doing the first proofreading is so that any serious braille errors in the text proper can be eliminated before undertaking the expense of tooling a plate which might have to be discarded. Following correction of any errors found after the second reading, the plate is once again completely rechecked by another brailist to see that all corrections have been made, and that no further errors are present.

From the above simplified description, you can see that to make an embossed illustration for press-printed books is a fairly complicated, time-consuming job, and is something less than inexpensive to do. This brings us to the problem of personnel. In years past, when illustrations were few and far between in braille books, and consisted primarily of more or less easy diagrams in mathematics texts, there was not enough of this type of work to keep one person busy full-time, doing not only the tooling, but the original pencil drawings. In this day and age, however, when every social science text requires hundreds of maps, books on economics and sociology are full of graphs of all kinds, and mathematics books have dozens of illustrations on every page to be produced in embossed form, it is quite a different story. No longer is it feasible to take a competent stereotypist off the job of writing braille and put her to work drawing and tooling. Further, just because someone is an accurate and competent brailist, it does not follow that she is also handy at drawing, or able to use the special tools to do the actual embossing of illustrations. Nor, and this is even more important, does a competent stereotypist necessarily have the knowledge and judg-

ment to know what produces a legible embossed illustration. To this end therefore, the Printing House now has on its staff:

- 2 Assistant Braille Editors, Mrs. Blanche W. Dougherty and Mr. Christopher Stapleton, both of whom are experienced teachers of the blind, and who, along with myself, are responsible for the pre-editing of each text.
- 3 full-time artists who do the actual pencilled drawings on tissue paper and whose work is supervised by the head stereotypist, who also was once a teacher of the blind, and is one of the most skilled braillists I know, able to handle not only music and foreign languages, but also mathematics and scientific braille codes.
- 4 full-time toolers.

At the same time, the Printing House employs 30 full-time stereotypists, or braillists, at least 20 of whom are competent to emboss not only straight literary copy, but also one or more technical codes, such as braille music notation, foreign-language codes, dictionaries, and mathematical and scientific notation.

This is an awesome array of talent. True, the artists and toolers are easy to hire and to train, but we know that it takes not less than two years to train an accurate and competent stereotypist, able to accurately emboss more than just straight copy. Not only is a daily eight-hour job, five days a week, of writing braille physically and mentally wearing, but people who do this for a living are not necessarily imbued with a high sense of duty to their fellow men, as are volunteer transcribers. Further, embossing on metal plates is a noisy operation and the stereotyping room sounds something like a boiler factory when it is in full operation. We draw our workers

from the general labor market and must pay them to learn braille and to operate the stereograph machines. All of our operators are women and this means that weddings are frequent. After the wedding, there is the inevitable influence of old Mother Nature, the babies start coming, and there goes another fine operator. I am happy to say, however, that once a stereotypist, very often always a stereotypist, and it is amazing how many of the girls come back to work once the children get into school.

Before closing, I should like to touch on one aspect of making braille illustrations which I know Mr. Krebs is to discuss later on this panel. This is the matter of standardization of symbols and the establishment of criteria for making embossed diagrams, maps, etc. The Braille Authority, in the new Textbook Format Code which was adopted during this Convention, outlined therein the beginning of such standardization. This will go far toward giving guidance in the training of the artists and toolers who make illustrations. Further, with standard symbols established, it will be possible for the Printing House to manufacture special tools to produce these symbols and thereby reduce manufacturing time to a considerable degree. Going a step further, it is my hope that such standardization will result in the same symbols, specifications, etc., being employed by both the Printing House and the hand-transcribers. The tools which will be required will be different because of the different needs when working with metal and paper, but it is my dream that we can hope that some day the braille student will be presented with a high degree of standardization in the illustrations, maps, and diagrams he encounters in his braille textbooks, and will no longer have to start out fresh with each new book he studies.

ILLUSTRATIONS AND EDUCATIONAL DEVICES FOR THE BLIND

MRS. VIRGINIA SCHAROFF
Coordinator of Transcribing Services
Industrial Home for the Blind
Brooklyn, New York

As Coordinator of Transcribing Services for the Industrial Home for the Blind, I feel my position is most unique. Our volunteers produce books for children attending public schools in over 100 districts in Nassau and Suffolk Counties. Each of these school districts is autonomous, making our job more difficult than the average, since in the framework of this set up, each district makes its own choice of texts and supplementary books and publishers. This means that if we have ten 3rd grade children in ten districts, we may be asked to produce ten different books in reading alone.

Children in a public school setting, where they are fully integrated members of a regular class, are being asked to work much more independently than in any kind of setting.

For example, when the teacher says to turn to Page 56, Example A, B or C, the blind child must know he will find A, B or C on page 56, and not a note — "omitted." This means that our books must be edited especially carefully, changing as little of the text as possible, and when changing them, care must be taken never to pervert the purpose of the lesson. Obviously, this editing can be done only by a teacher, ever mindful of the fact that the book in hand is not being edited for only one child, but for all children.

It is our belief that the volunteer is a "Copyist." It is unfair to ask her to make educational decisions. If she merely has to copy an already edited book, she can produce much more work.

There is a standing committee of teachers who meet regularly with me, every two weeks, to work out rules, regulations and format, covering the editing of books by teachers, and to whom other teachers may bring their problems in

editing. This committee sets up instructions for volunteers in an attempt to achieve standardized and improved format for our text books. Before these are mailed to our volunteers, they are submitted to all our itinerant teachers outside the committee, for their approval. Often times, this will mean several "rewrites." Sometimes, we're just "lucky." I have copies here of our instructions for the three media — braille, large-type and recording, should anyone wish to see them. These are revised periodically as we find better ways to fulfill the needs of our students. Many of these rules are the result of the questions the volunteers have raised. I am the first one to admit it — our situation is an enviable one. By means of this committee, it is not the volunteer only who benefits but I, personally, in this contact with the teachers, learn more each day of how the child uses what we give him. I am then better able to handle more of the many problems that confront the volunteer daily. Our volunteers know that they may reach IHB at any time to clarify a question raised, as they work.

I should like to share with you what we have formulated and, to date, found effective. Please realize that it is geared to the specific needs of our population and might not be effective or even necessary in a different situation.

In early-grade workbooks — phonics, spellers, etc. — very often pictures are used. In editing, the teacher indicates the name of the picture and the volunteer copies the word so that the child can do the exercise dependent upon it.

In Social Studies books, for instance, pictures are sometimes necessary to the understanding of the text — or referred to by the text. We handle these in several ways, depending upon the particular situation in which they appear and how they are illustrated by the pictures.

Some pictures are merely decorative or provide a visual restatement of the text. For example, a picture of Jefferson would obviously have to be omitted. However, if the caption gives information about Jefferson which is NOT included in the text, the teacher must instruct the volunteer to copy the caption.

Some illustrations are needed for the understanding of the text. For example, if the text reads, "How does the boat in Fig. 15 differ from the boat in Fig. 16?" Obviously the volunteer cannot draw the boats, but the teacher can word an explanation for the volunteer to copy, to show that Fig. 15 is an old Clipper Ship and that Fig. 16 is a modern ocean liner.

Because the teacher is aware of the reading vocabulary of the child using this book, she will word it appropriately — something we could not expect of a volunteer.

Where maps appear, we braille the name of the map and simply add, "See your Map of . . ." Once again the teacher is responsible for ordering the maps which will be needed for this text. Maps are then purchased from APH or Howe Press.

Our volunteers know that many standard maps are available.

If others, or sections only, are shown in the text, the volunteer can reproduce them. If she cannot, it once again becomes the teacher's responsibility to provide as best she can during the school year.

A committee of our teachers have compiled a number of maps, covering the Continents in outline form. Every country in the world is represented — it is a complete Atlas, but in a size usable for desk work. When a classroom teacher pulls down a large wall map and discussion relates to it, the child with his own book of maps, can follow quite closely. Since we have already had the opportunity to observe how this is used, we're very busy planning improvements — we learned so much!

Graphs are simple to reproduce, and the only adaptation that is made is to omit the grid, leaving the marked off axis. If doing a pictograph or a bar graph, the full braille cell can represent each unit, and parts of the full cell can represent less than a full unit.

I am sure it is already painfully evident to you that editing is no simple job. The book must be studied from cover to cover, page by page, in order to have a good finished product for the child.

For Biology drawings, we have been using the APH Manual for many years. However, the syllabus of New York State requires many additional drawings with which the child must be familiar. Despite the number of existing texts used throughout our schools, the required drawings are the same. Therefore, we are instructing our volunteers to omit the drawings in each biology textbook, and are preparing a Manual of required drawings which will be sent out automatically to each child for whom a biology text has been ordered.

Where the diagram appears in the text, the name and/or figure number will be brailled to be followed simply by, "Manual." Our Manual will contain a Table of Contents, alphabetically arranged.

We combed all of the texts and Regents Review books, to compile a list of the required drawings — choosing the simplest and clearest diagrams we could find. Many diagrams were done over and over because we found others we thought were better. Originally, this Manual was planned for our Large-type program. These diagrams were parceled out among a number of free-hand artists with instructions:

1. That they were to be diagrammatic and NOT artistic; that they should be enlarged to cover a minimum of half a page if they were very simple drawings (more frequently, they had to cover a full sheet).
2. The diagrams were to be labeled only with a number. The legend was to be available. If not, it was to be placed on a facing page.
3. In doing complicated drawings containing many internal structures and labels, we found it best to synthesize the final diagram by a number of special drawings — building it up similar to Walt Disney's animated cartoons.

For example, the paramecium with which we are all familiar — Plate 1 showed merely the slipper shape, the cilia, the large nucleus, the small nucleus, and cytoplasm and pellicle; Plate 2 would be identical

with Plate 1 plus trichocysts, food vacuoles, oral groove, gullet and anal spot; Plate 3 would be the final plate, identical to 1 and 2, with the addition of contractile vacuoles and contractile vacuole canals. (I have a copy of it here.)

4. The black and white line diagrams were traced by using a piece of carbon, wrong side up, under a fresh sheet of braille paper so that the traced picture in reversed form appeared on the paper to be brailled. A tracing wheel was used for the outline and the distinguishing internal characteristics. We have used a compass point or a pen point, at times to show protoplasm, for example. The back of the tracing wheel will make a distinguishable raised mark.

Another method of reversing your diagram, which may prove easier, is to use tracing or onion skin paper. After tracing the picture onto the onion skin, turn the onion skin over, clip it to the braille sheet and go over the lines with a tracing wheel.

These diagrams must be labeled according to the legend used. We plan to use either numbers or letters, but to be consistent with each diagram.

We plan to use this Manual from grades 7 through 12.

In addition to Biology drawings, we plan similar manuals to accompany Physics, Earth-Science, Chemistry, Mathematics and Social Studies texts.

Up to the present time, if the volunteer has felt herself capable of reproducing diagrams in the text, she has been doing them. Those volunteers who did NOT feel capable left sufficient space in the text and attached a note with each completed volume indicating where diagrams were missing. Another volunteer would then do the diagram before the book was bound.

Our tools for reproducing diagrams are the usual — the tracing wheel, the compass,

the Free Form Drawing Device — and anything else that does the job — but the best available within their class. A cheap tool produces a poor result. We buy and supply the tools since we cannot expect volunteers to support major expense items for us. However, these tools are not given to all — only where needed. Upon occasion, where only a few lines are necessary, such as for the diagramming of sentences, a Dritz tracing wheel, costing 25¢ to \$1.00, is used.

When the teacher edits the book, she indicates not only *which* drawings are to be reproduced and *where* they should be placed, but if the text drawings contain too many details, the teacher shows which parts can be omitted to make the drawing more usable for a blind child. In some cases it may be necessary to make several drawings to build up the eventual whole.

Asking the volunteer to stop and do a diagram or to wait until the diagram has been done by a 2nd party obviously slows down production. Therefore, we are now attempting to handle this problem by means of the Manuals.

I have not touched upon the Nemeth Code at all — so much is already known about the means of reproducing the drawings and there is a well-established committee, well-informed and available, to guide you.

This has been a report on what we, as an agency, are attempting to do to help the volunteer transcribe a greater number of textbooks in a shorter time, as well as produce books to help the blind child work more independently with his sighted peers.

Please bear in mind that this paper is a report of what we are doing currently. Nowhere did I mean to imply that *ours* is the best or the *only* solution to the problems of illustrations. I am happy to have had the opportunity to share with you, what we are doing.

ILLUSTRATIONS AND EDUCATIONAL DEVICES FOR THE BLIND

DEVELOPMENT OF STANDARDS FOR EMBOSSSED ILLUSTRATIONS

BERNARD M. KREBS

Librarian, Jewish Guild for the Blind

New York, New York

In the not too distant past, the majority of blind students received their early education in segregated residential school settings. Braille codes and embossed illustrations were designed by and large to provide maximum clarity to tactual representations with only incidental regard to the format and principles of visual concepts.

With the development and expansion of integrated educational facilities, closer correlation between ink-print and embossed representations of textbook material has become vital to the education of the blind student who is required to function within a framework designed primarily for visual comprehension. It has been necessary, therefore, to negotiate a marriage between the tactual and visual approach to achieve a system of embossing which would encompass the requirements of both residential and integrated school programs. At present, more than sixty per cent of blind grade school students are being educated in integrated school settings. The introduction of practical visual concepts will prove valuable for both educational media in preparing the student for higher education and future employment in an environment geared to those with sight.

To meet current educational needs it has been necessary to supplement materials available from braille publishing houses by utilizing the skills of volunteer transcribers who have designed their service to cope with the requirements of the individual student in a specific classroom setting. The major complicating factor is that textbooks used in integrated programs may vary from class to class, from school to school, and from district to district so that the transcriber is under constant pressure to pro-

duce materials within set-time limitations. Fortunately, the introduction of the thermofom embossing process has eliminated the necessity of providing an original transcription for each student requiring the same text.

The Need for Standards

The AAIB - AAWB Braille Authority has been instructed to undertake the study of all embossed representations in order to develop, test and establish standards which would assure maximum clarity to the touch reader in coping with the problems inherent in conflict between tactual and visual concepts. With the aid of advisory committees of educators and specialists, basic codes for English Braille, Braille Music Notation and Braille Mathematics and Scientific Notation have been developed. Principles and guidelines have also been set for the handling of the many and varied problems encountered in textbook format. Emphasis has been laid upon conformity with ink-print practice wherever practicable so that the student will be enabled to transfer information from an embossed text to an ink-print equivalent.

The advantage to braille publishing houses and volunteer transcribers by the establishment of such standards is that they are now provided with rules and techniques which will bring about uniform results in the presentation of material. The advantage to the student is that facility in comprehending ideas and problems is gained since there is no need to puzzle over varying ways in which identical material has been presented.

Pictures and Illustrations

The embossing of pictures, maps and diagrams in a manner intelligible for comprehension by touch presents a real challenge to imagination and ingenuity. Such illustrative information is often essential to the understanding of the text and, therefore, the Braille Authority with its advisory committee of specialists is exploring the problem of meaningful representations with deliberate care. Some guidelines have been developed through past experience and research, and it is upon this body of knowledge that further developments are to be founded. It is important to fathom points of variation between visual and tactual intelligibility.

Great questions have arisen over attempts at formulating principles and techniques for the presentation of three dimensional pictures. The inclusion of miniature objects in readers and workbooks for the early grades have met with substantial success. However, thus far there seems to be little justification for the time and effort spent on three dimensional portrayals which utilize materials of different textures for detailed information. Also, the value of three dimensional figures represented on a two dimensional surface is highly questionable. With the establishment of standards, efforts can be concentrated upon realistic and sound pictorial stimuli in embossed publications.

Embossed and relief maps have proven quite effective as educational tools. Standard forms for the representation of topographical features for embossed maps are being considered so that unnecessary confusion will be avoided in maps produced by different publishers. The American

Printing House for the Blind is in the process of developing a kit of raised symbols with distinctly different shapes which can be used to give added detail and information.

Embossed two-dimensional geometric figures have proven substantially intelligible to the touch. Some difficulty has been encountered where the illustration has been made unnecessarily large or too small for the recognition of details. Based upon the findings of the research project on tactual stimuli from the American Printing House for the Blind, the Braille Authority is recommending the adoption of standards for the embossing of diagrammatic figures. Provisions are made for the spacing of lines and identifying characters, for the size of simple and complex figures, and for the type of lines and dots to be employed. Through such standard procedures, comprehension of the details of a figure will be facilitated.

Embossing Tools

The Braille Authority is seeking the development of embossing tools which will make it possible to produce clearly distinguishable lines and dots. Eight line and dot representations are under consideration which might be used on maps and diagrams. The utilization of such embossing tools should be helpful in making the details of the illustrations stand forth.

Progress can only be made in a literate society. Braille is the vehicle of literacy for blind people. Through braille and realistic graphic representations, the educated and motivated blind person should be enabled to function effectively even within the complex society of the future.

ADDRESS OF WELCOME

AUGUSTUS THORNDIKE, M.D.

President, Perkins Corporation
Watertown, Massachusetts

(Augustus Thorndike, M.D., President of the Perkins Corporation, extended a welcome to the delegates. He expressed his pride in being associated with the education of the blind and knew that all the staff at Perkins were proud of the privilege of having the AAIB Convention with them

once more. He mentioned that we are all looking forward to important developments arising from the Conference, and he assured all members of the AAIB of the unfailing support of Perkins for the Association.)

RESPONSE TO THE ADDRESS OF WELCOME

LEE A. IVERSON, *First Vice President*

Superintendent, Iowa Braille and Sight Saving School
Vinton, Iowa

It is with a great deal of personal pleasure that I respond to Dr. Thorndike's message of greeting.

All of the membership of the AAIB are most grateful to the Trustees, the Director and the staff of Perkins for extending the invitation to hold our 1964 convention here. Everyone involved in, or associated with, work for the blind recognizes the excellent service and leadership this fine school has provided over the past 132 years. A significant indication of the interest from the field in Perkins is shown by the size of this convention. It seems certain that over 30% of our entire membership will be in attendance. When one considers the fact that our membership is composed of people from all 50 states of the nation, from Canada, and several other nations, I think we would agree that there has been some strong motivating force which has brought over 700 people, or approximately one out of three of our members to this convention. I am sure the opportunity to visit Perkins is one of the major reasons we are experiencing the largest convention in our history.

I should like, on behalf of everyone in attendance, to express our appreciation for the many hours of planning and hard work that has been carried on by the entire Perkins staff to make this convention a success. We think you have done a wonderful job, and we are sure you have done everything within your power to make this

not only the largest but also the best convention in AAIB history. We want all of you to know we are grateful.

Now that our membership has reached 2,400 and there is every reason to believe it will continue to grow, there are many in our Association who believe the conventions are too large to be held in schools and that it will be necessary to hold all future conventions in hotels. If this is the case, I think it is most appropriate that this convention is being held here at Perkins, for this is where our conventions began. At that first convention in 1872, Mr. Lord, the superintendent of the New York State School said, "I may say, in regard to this first meeting of the Association, that we are peculiarly fortunate in the place at which we assemble; a place in which so much of the early and more important history of our country was transacted; a place so rich in associations which every citizen of this land delights to recall and to cherish; surrounded by so many objects which awaken thoughts in our minds on which it is pleasant to dwell. Many of you are aware that, forty years ago today, there were in this city some six blind children receiving instruction; the first in the United States."

Now, some 92 years later, at possibly the last AAIB convention to be held in a school, the Association believes it is still most fortunate to be able to meet at Perkins.

PRESIDENTIAL REPORT OF 1962-1964 BIENNIUM

J. M. WOOLLY, *President*

Superintendent, Arkansas School for the Blind

Little Rock, Arkansas

It has been a great pleasure to serve as your President this biennium. The ten years I have been privileged to serve AAIB in an official capacity have been, I think, ten of the most exciting years in the history of the American Association of Instructors of the Blind. Since 1952, when we became an organization made up of individuals rather than schools, membership has tripled, we have established a national office, employed an executive secretary, provided for more meaningful certification of teachers and houseparents as well, and begun to furnish the membership with two journals. These are by no means all of the significant activities of the decade, but they do serve to illustrate the growth which has taken place.

It would perhaps not be amiss to mention some of the disappointments of the same period. Many members struggled mightily with problems of standardization and possible accreditation, but no workable plan was ever developed even though Mr. Egbert Peeler and his Committee did publish two volumes which have been helpful. I shall have more to report on this later. We made a valiant effort to provide an ongoing scholarship program in order to recruit new teachers to the field. We were able, through the efforts of Dr. Merle Frampton, to provide funds in the amount of \$20,000.00 to help with this special training. I expect that some of you here today benefitted from this scholarship activity. However, we could not secure additional funds to continue the program. Here, too, I shall have more to say. We have been frustrated in other directions as we attempted to provide services to members which would ultimately result in a better education for blind youth.

Let me now turn to the biennium now ending and report some of the activities which many of you know well because you were directly involved in them and did the work, yet about which many others cannot know since so many of the projects, activities, etc., were limited to specific interest groups.

The Industrial Arts Workshop at Oswego, New York will function again this summer for the fourth time. The improved programs in the area of Industrial Arts which have been developed as a result of this fine workshop are tributes to your interest and support as well as to the leadership provided by the American Foundation for the Blind and to VRA support to initiate and keep the program going.

In Lansing, Michigan in August, a Physical Education Workshop will be conducted under the leadership of Dr. Robert Thompson and Michigan State University and sponsored by AAIB with support from AFB. This is an area in which we all probably need help since so little is available in the training centers for physical educators of blind children. I hope the maximum number which can be accommodated will enroll, and if you who are P. E. teachers have not considered attending, I would suggest you talk with Mr. Francis Hetherington of the Michigan School.

The Administrators Workshop has determined to hold no meetings, except an organizational one, here at Perkins, but to move into the various other workshops in which each individual or the group as a whole is interested. In lieu of meetings at the convention, a day-and-a-half to two-day workshop will be held each year following the meeting of the American Printing House Trustees in Louisville in late October. A fine start was made last year with sessions which dealt with modern mathematics, the multiple handicapped, optical aids, public relations and other topics of interest. Plans are underway for the meeting this fall and there are hopes that a more extensive program perhaps may develop on the campus of a training center in the near future. May I suggest that administrators are available this week — use them in any way you can, if you can find any use for them.

The significant action by Congress in passing Public Law 88-164 is one in which

we can rejoice and know that we had some part in its final passage and signing by the late President Kennedy. Title III of the Act provides for training of teachers including teachers of the blind. The Office of Education has recently announced that fourteen training centers for teachers of the blind were approved for \$499,000.00 for the September 1, 1964 to August 31, 1965 year. In addition to grants to colleges and universities, the Act provides funds which will be available to State Departments of Education for teacher training in the special education field. Let us hope that this breakthrough will help to meet the need for the trained teachers who will be required to meet the demands of ever-increasing enrollments. The American Printing House for the Blind has just reported registration figures for 1964. The figure of 18,093 children is up 763 from 1963. The number of deaf-blind children reported is up 20 and the number in ungraded classes, most of whom are probably doubly handicapped, is up 153.

In addition to the teacher training provisions of Title III, research and demonstration funds are also provided.

During the biennium, many workshops have been held throughout the country. A Science Workshop was held this year in St. Louis in conjunction with one being held by the National Association of Science Teachers. This proved quite helpful. An Orientation and Mobility Workshop was co-sponsored by AAIB and Western Michigan University through a VRA grant last summer in Colorado Springs. Such workshops have been tremendously helpful in the efforts of the schools to provide travel training to all youngsters who need it. These workshops, along with the VRA demonstration grants now in operation around the United States, are bringing competent travel training to far more of our boys and girls than ever before. Another workshop activity which is not an outgrowth of any particular segment of AAIB, but simply stems from the interest and efforts of interested teachers, administrators and others, is that going on this summer in training teachers in Modern Math. The pilot programs have demonstrated the worth of the program for blind youth, and several short courses have been or will be held this summer. These three activities will serve to demonstrate the breadth of AAIB activity in the constant

search for better teaching of children who are blind.

Several committees deserve commendation for their fine work this biennium. Mr. Leland Sanborn has given excellent leadership to the membership committee which set a goal of 2,250 for this year, and as Mr. Sanborn reported in the *May Journal*, that goal was reached in March. Total membership is now 2355. All categories of membership have increased, but we are particularly happy to see student membership climb from 20 to 83. Life membership has also shown a good gain from 58 to 81. Two years ago in Miami, membership was 1,950 as the convention ended. Thus, a gain of 405 has been achieved during these two years. I believe there has been no single year during the last twelve when there has not been a net gain in membership, and I firmly believe that continued growth can and will take place. The certification committee has worked diligently under the leadership of Dr. George Heltzell. More teachers hold AAIB certification than ever before and the certification is more meaningful. Certification for houseparents, although still in its infancy, is growing and some states are beginning to tie certification to the salary schedule for houseparents. This is also true for teacher salary schedules.

Immediate past president Miss Lois Cox explained in the *May Journal* a project which your Board has discussed and explored during the last few years. This involves affiliation with the Council for Exceptional Children, a 19,000 member organization. As your Board sees it, there is nothing but gain which can come from such affiliation. There will be opportunity for discussion and questions later in the week when the resolution is presented, but I want at this time to report that the Board recommends this relationship with CEC.

Residential schools will no doubt take steps during the next several months to make application to share in federal funds which are now available to them for the first time. National Defense Education Act funds are available to schools for equipment purposes in programs of improvement in Science and Mathematics. Vocational education funds are also just now becoming available to residential schools just as they are to the regular public high schools. Dr.

Edward Waterhouse and the Legislative Committee are due our thanks for their efforts in helping to bring about our eligibility for such funds.

A movement now underway which seems to have great import for all of us concerned with the education of blind children, and in fact for all aspects of work for the blind, is the work of the Commission on Standards and Accreditation of Services for the Blind. The American Foundation for the Blind has for some time been concerned with the relative non-existence of standards by which an agency serving the blind could measure its service programs. Mr. Jansen Noyes, Jr., President of the American Foundation, has been particularly concerned with this problem and some year and a half ago appointed an ad hoc committee to recommend a course of action. The committee recommended a Commission on Standards and Accreditation of Services for the Blind be appointed, funds obtained, and a study initiated to develop standards and possible means of accrediting programs. The Commission, composed of twenty-two professional and lay persons, has been appointed and work on the project begun. Mr. Alexander Handel, a former member of the Foundation staff is the Coordinator of the studies. Twelve committees, each charged with developing standards in a specific phase of work for the blind have begun work and expect to bring in final reports toward the end of 1965. The committees in whose work we shall perhaps be most interested are those concerned with Standards for Education, Standards for Libraries, and Standards for Mobility Training. We shall certainly maintain, however, more than a passing interest in the work of the other nine committees. As I indicated earlier, we shall perhaps soon have the machinery by which to measure all programs of education and by which some type of accreditation may be secured. Mr. Handel is present at the Convention and has available both braille and print copies of material concerned with the project.

The growth in service provided by the American Printing House for the Blind is a source of constant inspiration. Not only has APH broadened the scope of materials which it provides, but its service program continues to grow. For instance, the index of hand-transcribed materials is of tremendous importance. Another aspect of the

American Printing House service is the speed with which newly adopted material is now available. This will no doubt continue to improve as the IBM equipment which has just become operable this month is utilized to its full potential.

I would now like to talk with you a few minutes about a subject that is never popular but one that must have attention.

As you know, a program such as we have costs money and we must consider the financial future of the Association. During the last five years dues have moved from the \$5.00 per annum which was established in 1952 to \$10.00 per annum for the year which begins next January 1. Along with the revenue produced by regular memberships, we have had some income from student memberships and I think there is no doubt that this will increase. You will recall that the constitution was amended in 1962 to provide that after 1964 this fee would be \$5.00 in order to bring it more in line with regular membership fees.

In 1959, the American Foundation for the Blind made a commitment to grant \$75,000.00 to the AAIB during the next six years for the purpose, as described by President Overbeay in his report in 1960, "to help us get through the growing pains of achieving full organizational maturity and professional status — that is, in order that we might employ a full time Executive Secretary and establish a permanent national office."

For the first four years, this grant was at the rate of \$12,500.00 per year, but last year the Board requested and received permission from the American Foundation for the Blind to spread the remaining \$25,000.00 over four years rather than two. Thus, \$10,000.00 was received last year and \$7,500.00 this year with \$5,000.00 to be received next year and \$2,500.00 in 1966. The Board made this request as it became evident that membership was growing and appeared likely to continue to increase with the attendant rise in operating funds, not only from the increasing membership but from the \$1.00 per year advance in dues each year. We are now at the constitutional plateau on dues and even though I am confident, as I said earlier, that our membership will grow, there simply does not seem to be funds in sight to carry on our pro-

gram and continue to offer increased services.

To quickly recapitulate, we now have four sources of funds: membership dues; corporate membership dues paid by the day schools and residential schools on the basis of number of pupils enrolled; the AFB grant and the miscellaneous income consisting of grants from other agencies and parent teacher groups; sales and service fees such as for certification.

I hope each of you will listen carefully to my proposal, talk with each other about it and then during the next day or two let the Board members know that you would like to have them proceed to implement the proposal.

I propose that a plan to increase dues be developed and submitted to the 1966 Convention for adoption. We could simply adopt another five-year plan to increase dues by \$1.00 per year beginning January 1, 1967 and set the dues ceiling at \$15.00 per year which would be reached in 1971. Instead, I would hope that a comprehensive study could be carried on during the next year, looking perhaps toward a dues schedule based on salary ranges. This is not a new concept as you know. Many professional organizations, including state education associations and others, base the membership fee on the salary received by the individual. For instance, a schedule beginning in the following manner might be developed: An individual whose salary was under \$5,000.00 annually might pay the base fee of \$10.00 per year, between \$5,000.00 and \$7,000.00 the fee might be \$12.50 and so on with a schedule encompassing the top salary received by anyone in the Association. On the other hand, a base fee of \$10.00 might be established with $\frac{1}{4}$ of 1% being charged for all salaries above \$4,000.00.

Without increased funds for operation, for service projects, maintenance of our office, and the Executive Secretary's salary, the Association will stagnate. Costs continue to rise. The two publications which we purchase have not indicated any immediate increase in price but we know it is

inevitable that we will not continue to purchase them at today's prices. If the Association is to continue to apply for, receive and utilize federal funds for training, research, etc., we must have funds for operation of the proposed project, for in many instances the federal funds are paid only on completion of the project.

To restate my position, I recommend that a five-man committee be appointed to study the financial structure and recommend to the Board a plan of action to be submitted to the 1966 Convention. The committee might well be composed of three teachers, one houseparent and one administrator.

In conclusion, I would like to express my appreciation to First Vice-President Lee Iverson, Second Vice-President Stewart Armstrong and the entire Board for their support during the biennium. To Executive Secretary Maurice Olsen, the entire Association owes a vote of thanks. I am sure there are not many hours of each twenty-four that he is not concerned with some aspect of Association business. Mrs. Julia Hayes has demonstrated that she has ably stepped into the shoes of a long line of distinguished workshop co-ordinators and I would like to thank Dr. Edward Waterhouse and his staff for their Herculean efforts to make this, our last convention in a residential school, one of our best.

I hope all of the agencies and associations to whom we have traditionally extended time on our program for an oral report of their activities for the year will understand that within the framework of a four-and-one-half day convention there just is not time to take care of Association business, look in depth at some of the problems of teaching blind children, play just a little bit, and have time for all of the reports we have been scheduling. We promise you we will read the material you have provided here, as well as your annual reports.

Again I want to say "thanks" to all of you who have labored in your own way to help make AAIB the strong, purposeful organization that it is today.

REPORT OF THE NOMINATING COMMITTEE

DR. WALTER E. EVANS, *Chairman*
Principal, Missouri School for the Blind
St. Louis, Missouri

The Nominating Committee wishes to submit the following slate of candidates for office to the American Association of Instructors of the Blind for the 1964-66 Biennium.

OFFICERS

President,

Mr. Lee A. Iverson,
Superintendent, Iowa Braille and Sight Saving School.

First Vice President,

Mr. Stewart E. Armstrong,
Superintendent, Ontario School for the Blind.

Second Vice President,

Mr. William H. English,
Principal, Virginia School for the Blind.

Secretary-Treasurer,

Mr. Carl J. Davis,
Head of Department of Psychology and Guidance, Perkins School for the Blind.

Immediate Past President,

Mr. J. M. Woolly,
Superintendent, Arkansas School for the Blind.

Additional nominations for Officers and Directors were requested from the floor. It was moved and seconded that the Slate of Officers and Directors be accepted and elected by acclamation. Motion was passed.

BOARD OF DIRECTORS

Dr. S. C. Ashcroft,
Director of Special Education, Peabody College, Nashville, Tennessee.

Miss Christina Baugh,
Teacher, Maryland School for the Blind.

Mrs. Ferne K. Root,
Associate in Education of the Visually Handicapped, State Education Department, New York.

Mr. John W. Jones,
Specialist, Education of Visually Handicapped Children, Office of Education, Washington, D. C.

Dr. Everett H. Wilcox,
Superintendent, Illinois Braille and Sight Saving School.

Respectfully submitted,

W. S. Davis

Jerrine M. Lucas

Walter E. Evans, Chairman

REMARKS OF AAIB PRESIDENT FOR 1964-66

LEE A. IVERSON

Superintendent, Iowa Braille and Sight Saving School
Vinton, Iowa

It is with a strong sense of responsibility that I appear before you this evening. The opportunities for our Association are almost unlimited. As Dr. Geer indicated in his keynote address on Sunday evening, within recent years there have been many

far reaching changes in both the AAIB and in the programs for the education of visually handicapped children. As he also indicated, there is every reason to believe even greater changes and developments will occur during the next few years. Certainly

if we as an association are to meet our challenge to provide equal opportunities for all blind children, we must be flexible and constantly striving to recognize, develop, and implement improvements in our field. Such action cannot be carried on alone by your President or by a small group such as your Board, but if all of us work together, I am confident great strides can be made which will be of benefit to all youngsters who have visual impairments.

The full Board pledges you its best efforts, and we are confident that we will receive your complete cooperation and support.

In reviewing the progress which has occurred in our field, I re-read the proceedings from some of our early conventions. It was interesting to see how much change there has been in some areas of philosophy and techniques, but I was amazed at how current some of Dr. Howe's statements of almost 100 years ago are today. He foresaw the feasibility of some blind children attending the regular public schools, but recognized the continuing need for the residential school. He appeared to be much more concerned with the aims, goals and methods of the program than he was about whether it was in a residential or day setting. Although he was concerned with the strictly academic programs, his strongest recommendations seemed to be that all educators fully recognize that blind children should be properly prepared to become an active part of the general society. In a paper he presented in 1872 he said, "We are to teach, train and fashion blind children to take part in ordinary society, and to be as little distinguishable as possible by their appearance, their manners, and their conversation." Many of Dr. Howe's recommendations have been followed. Both the residential schools and the day programs in general have developed outstanding academic programs, but I sometimes wonder if either type of program has done all it should to develop those special skills blind children need to enable them to take part in ordinary society. Is it possible that we have been so pleased with the excellent results we have been obtaining from our students in the academic subjects, and in some cases in music and physical education, that we have not been giving the other areas of training the attention that they require?

For example, have we been giving orientation and mobility enough emphasis? Effective skills in these areas are beyond a doubt essential if a blind person is to become a "part of the ordinary society." Although great strides have been made in these areas since World War II, recent studies indicate that many blind children are still receiving only limited training. Training programs for instructors exist, well-organized courses of instruction have been developed, and the value of the training to the children seems to be apparent. Should we not be doing more to provide all students who have the need, with adequate instruction in these most basic skills of independent living? Can we justify an educational program, even if it develops superior academic achievement in an individual, if it does not also teach him to move about freely?

Have we been giving the development of effective eating skills enough emphasis in our educational programs? Many teen-age blind students say the mastery of these techniques have been one of the greatest challenges they had to face. Do too many of our programs believe the development of proper eating skills are solely the responsibility of the parents or the houseparents? If the blind individual is truly to become an effective part of the common society, are eating skills of less importance than the academic subjects? The organized instructional material in this area may be somewhat limited, but through interest, imagination, and effort, some programs are producing encouraging results. Should not most of us do more to provide better instruction in the development of acceptable eating skills by our students?

Have we given the development of good grooming and posture the attention it deserves? Surely good grooming and posture are desirable traits if a blind individual is to be accepted by "the common society." But how much well-organized time and energy do most programs devote to the development of these skills? The blind child cannot be expected to learn either skill by himself through imitation. Do we not have a responsibility to do more than most of us are doing to help our youngsters develop these skills?

In conclusion, I want to make it clear that I am not recommending a de-emphasis

of our academic programs. I believe that in the 130 odd years since educational programs for blind children were started in the United States, they have in general been at least equal to those available to most sighted children. But I am suggesting that if we are to meet our challenge of equal opportunity for our students realistically,

we must not only continue our outstanding academic programs, but we must also improve our training in the social skills, and the other skills of independent living to a comparable level. Developing high quality programs in these areas will not be easy, but let us all work together to meet the challenge.

AMENDMENTS TO THE CONSTITUTION AND BY-LAWS OF THE AAIB

The following amendments to the By-laws were adopted by the convention:

Section 4 of the By-laws was amended to read as follows: "In addition to the usual duties, the First Vice-President normally shall be Chairman of the Program Committee. The Second Vice-President normally shall be the Interim Workshop Coordinator and Convention Workshop Coordinator."

Section f of Article 5 of the By-laws was amended to substitute First Vice-President for Second Vice-President.

Section a of the 6th By-law was amended to read as follows: "6.a. Regular memberships — Annual dues shall be \$10.00."

Section b of the 6th By-law was amended to read as follows: "6.b. Student memberships — Open only to students enrolled

full-time in a college or university. Annual dues shall be \$5.00 per year."

The 6th By-law was amended by adding a new Section e, with subsequent sections of the 6th By-law being relettered in appropriate sequence. The new Section e reads as follows: "6.e. Agency Corporate memberships — Open to national, regional and local agencies, governmental units, colleges and universities, and other groups and organizations not eligible for School and Parent Group Corporate memberships. The Board of Directors will determine the rate of assessment against all types of Corporate memberships."

The new Section f of the 6th By-law concerning Life memberships was amended so that the last sentence reads as follows: "In addition to regular membership privileges for the lifetime of the member, life members will receive special Life Membership Cards and a Life Membership Certificate."

AAIB-AAWB BRAILLE AUTHORITY REPORT

BERNARD M. KREBS, *Chairman*

Librarian of the Jewish Guild for the Blind

New York, New York

The Braille Authority has been authorized by the AAIB and AAWB to undertake the analysis, expansion and development of braille codes and other tactual representations for use in the United States. Beginning in 1960, advisory committees of educators and specialists have been making an

invaluable contribution of knowledge and experience in coping with the many and varied areas of investigation. As a result of this cooperation, the Braille Authority is now in a position to recommend the adoption of two braille codes by the AAIB and AAWB in convention assembled.

Mathematics and Science Codes

The 1952 draft of the "Nemeth Code of Braille Mathematics Notation" has proven inadequate in both sign representations and format structuring required for the transcription of mathematics textbooks. In addition, some of the signs and usages of this code were found to be deficient in tactual readability.

The new "Nemeth Code of Braille Mathematics and Scientific Notation" which has been developed incorporates the following features:

1. Braille signs for the representation of all known symbols of mathematics — whether in frequent or infrequent use — have been provided.
2. A systematic arrangement of braille signs has been developed which allows for the inclusion of new symbols for mathematics and sciences.
3. Rules for problems in format have been prescribed and clearly defined.
4. A close correlation between ink-print and braille representations has been maintained.
5. Great stress has been laid on the elimination of usages and signs which might confuse or deter the braille reader.

Work is still continuing on braille codes for chemistry and other specialized science fields. The Braille Authority is indebted to the National Braille Club, Inc., for its support and for the cooperation of its Mathematics and Science Committee which has joined with the Advisory Committee of the Braille Authority to carry forward this project.

Textbook Format

A code of rules and guidelines for braille equivalents of special formats and printing devices in ink-print textbooks has been developed with the aid of an Advisory Committee on Textbook Techniques and Format. The code includes solutions to

many and varied problems encountered in texts from early primers through the college level.

Effective methods have been developed for the clear presentation of tabular material, outlines, tests, footnotes, glossaries, plays, poetry and spellers, grammars, foreign languages, etc. Provision has also been made for the handling of visual cues such as colors of type, crossed-out letters or words, starred words, boxed material, sentence diagramming, etc.

The symbols and formats which have been devised permit the student to receive information readily despite the fact that the braille transcription has been made to correspond closely to the methods employed in the ink-print text.

General Conclusion

Every effort has been made to provide efficient and effective codes. Techniques for every discovered problem area have been prescribed. Because of the breadth of the subject covered and the ever-changing devices used by publishers, this code will require updating from time to time.

Sample testings of both the mathematics and format codes have brought warm response but little constructive criticism from the field. The true test of the effectiveness of these codes will be determined best by putting them into general use. The Braille Authority stands ready to consider suggestions for changes, clarifications or additions which may be recommended as an addendum to the codes in the future.

The Braille Authority recommends the official adoption of both the "Nemeth Braille Code of Mathematics and Scientific Notation," and the "Code of Braille Textbook Technique and Format" as basic codes to be put into use in the United States as of January 1st, 1965.

It also recommends that a resolution of appreciation be adopted to acknowledge the outstanding service of the persons who have taken so real a part in the development of these codes through their participation on advisory committees.

The Convention officially adopted both the "Nemeth Braille Code of Mathematics and Scientific Notation" and the "Code of Braille Textbook Technique and Format" to be put into use in the United States as of January 1, 1965.

FINANCIAL REPORT AND 1964 BUDGET

MAURICE OLSEN, *Executive Secretary*

St. Louis, Missouri

Audits of Association finances were made by Ralph W. Simon, Certified Public Accountant, St. Louis, Missouri, as of December 31, 1962 and December 31, 1963. The following is a summary of the 1963 audit:

ASSETS

Cash in Bank	\$ 7,106.58
Investments	18,819.35

Total Assets	\$25,925.93
--------------	-------------

FUND BALANCES AND LIABILITIES

General Fund	\$ 1,633.43
Special Purpose Funds	8,347.00
Restricted Funds	13,595.35
Liabilities (Accounts Payable, Payroll Taxes Payable, Advance Deposits for Convention Tour)	2,350.15

Total Funds and Liabilities	\$25,925.93
-----------------------------	-------------

Receipts for the year 1963 were as follows:

Membership Dues	\$24,393.17
AFB Grant	10,000.00
Other Income	543.75

Total Receipts	\$34,936.92
----------------	-------------

Disbursements for the year were as follows:

EXPENSES

Salaries, Taxes and Employee Benefits	\$19,259.45
Travel	3,778.58
Office Expenses	5,224.08
Professional Activities including Journal and Outlook	8,468.38
Committee Expenses	1,588.25

Total Expenses	\$38,266.74
----------------	-------------

Transferred to Special Purpose and Restricted Funds

3,125.00

Total Disbursements from General Fund	\$41,391.74
---------------------------------------	-------------

Excess Disbursements over Receipts—General Fund	\$ 6,454.82
---	-------------

Receipts to Funds from other sources (Life memberships, sale of publications, VRA grant for Orientation and Mobility Refresher Course)	\$17,803.27
--	-------------

Disbursements from Funds (Scholarships awarded, Conven- tion Proceedings expense, Workshop expenses, Braille Authority, expenses of Orientation and Mobility Refresher Course, publication costs of Parent Information Packet)	\$26,775.57
---	-------------

Excess of Disbursements over Receipts — Special Purpose and Restricted Funds	\$ 8,972.30
---	-------------

Excess of Disbursements over Receipts — All Funds	\$12,302.12
---	-------------

The Budget for the 1964 calendar year is as follows:

ANTICIPATED RECEIPTS

Membership Dues	\$28,020.00
AFB Operating Grant	7,500.00
Other Income	550.00
Total Anticipated Receipts	\$36,070.00

ANTICIPATED EXPENSES

Salaries, Taxes and Employee Benefits	\$17,310.00
Travel	2,750.00
Office Expenses	2,985.00
Professional Activities (Journal, Outlook, Braille Authority, Committees)	10,025.00
Transfer to Funds (Convention Fund and ICEBY Fund)	3,000.00
Total Anticipated Expenditures from Operating Fund	\$36,070.00

Also, the following disbursements were approved from AAIB Restricted Funds: \$100.00 from ICEBY Fund for WCWB Host Activities, \$3,200.00 from the Convention Fund for the Convention Budget and part of the cost of printing the Convention Proceedings, \$700.00 from the Workshop Fund (\$500.00 for part of the Physical Education workshop expenses and \$200.00 for a meeting on the Gifted in Ohio), \$1,500.00 from the Publications Fund for part of the expenses of printing the Convention Proceedings, \$1,200.00 from the Regional Meeting Fund (\$700.00 for part of the Physical Education workshop and \$500.00 for the Home Economics project), for a total of disbursements from Funds Accounts of \$6,700.00.

Total Anticipated Disbursements from Operating Funds and Other Funds	\$42,770.00
Total Anticipated Receipts	36,070.00
Anticipated Excess Disbursements over Receipts	\$ 6,700.00

The present Financial status as of June 21, 1964 is as follows:

Cash and Investments	\$11,642.40
Fund Balances and Liabilities	
Special Purpose Funds	\$ 6,599.00
(of which \$5,899.00 is balance of Life Member- ship Fund and \$700.00 is balance of Scholar- ship Fund)	
Restricted Funds and Operating Fund	\$ 5,043.40
Payroll Taxes Payable	129.88
Total Funds and Liabilities	\$11,642.40

REPORT OF LEGISLATIVE COMMITTEE AND AAIB POLICY STATEMENT ON LEGISLATION

DR. EDWARD J. WATERHOUSE, *Chairman*
Director, Perkins School for the Blind
Watertown, Massachusetts

I will not attempt to outline all the different items of legislation in which educators of the blind are interested but wish to draw your attention to the very marked breakthrough in legislation for the handicapped represented by PL 88-164, which in title three provides for scholarships and fellowships for teachers and other professional workers for exceptional children and also includes rather extensive research provisions. These scholarships and fellowships will be administered through the Office of Education to Colleges and Universities, those of shorter duration will be administered only through State Departments of Education. Grants will be made directly to non-profit agencies.

This legislation seems to be a direct result of the late President Kennedy's interest in the mentally retarded springing from the fact that one of his sisters was so handicapped. As a result of joint efforts of CEC, AAWB, AAIB, AFB and others, this legislation originally planned to assist the mentally retarded was expanded to assist children with all kinds of handicaps.

During the past year, the Chairman of the Legislative Committee has submitted the following policy statement on legislation to the Board of Directors of the AAIB who have approved its adoption.

Policy Statement

The aim of the AAIB is to further the education of blind youth in all its aspects. The Association recognizes a responsibility to encourage the enactment of state and federal legislation to this end.

While the Association refrains from taking any stand on the principle of federal

aid to special education as opposed to state aid, it recognizes that certain federal laws, such as the one establishing and supporting the program of the American Printing House for the Blind, and the more recent federal plan for subsidizing the training of teachers for the deaf, have already brought about incalculable benefits for handicapped children. Consequently, the Association is prepared at all times to explore the readiness of Congress to enact specific laws which would result in benefits to visually handicapped youth.

In matters concerning legislation, the Association wishes to align itself with other associations of educators, particularly those engaged in educating handicapped children. It recognizes that the advancement of blind persons depends on the general educational advancement of all youth, and particularly of those who also have handicaps to overcome.

The Association pledges itself to consult with all other agencies involved in the education and welfare of the blind and children with other handicaps before introducing bills into Congress, and hopes for a reciprocal attitude from other agencies.

The Association encourages its members with administrative responsibility to take advantage of existing federal laws dealing with such matters as the training of teachers, counselors and research. Administrators are also encouraged to express their appreciation to members of Congress who have helped enact recent legislation on behalf of blind youth.

The AAIB Policy Statement on Legislation was adopted by the full Convention.

REPORT OF THE RESOLUTIONS COMMITTEE

JOSEPH SHINPAUGH, *Chairman*

Superintendent, Virginia School for the Deaf and the Blind
Staunton, Virginia

The Resolutions Committee presented the following resolutions which were duly adopted by the Convention:

Resolution No. 1

Whereas, The American Association of Instructors of the Blind has been working cooperatively with the Council for Exceptional Children on projects which concern both groups in their efforts to help visually handicapped children; and

Whereas, Recognizing that there are areas of common concern, officers of the two organizations have discussed the possibility of affiliation; and

Whereas, The obligations and privileges of AAIB as an affiliate of CEC were printed in the May 1964 issue of The International Journal for the Education of the Blind; Therefore be it

Resolved — That the AAIB should become an affiliate of CEC, assuming the specified obligations and enjoying the stated privileges.

Resolution No. 2

Being mindful of the unlimited time and endless effort required to produce such an excellent convention program, be it

Resolved — That the sincere appreciation of those attending this convention be conveyed through this resolution to Dr. and Mrs. Edward J. Waterhouse and the staff of the Perkins School for the Blind for their gracious hospitality and untiring efforts in providing for the comfort of the members of the convention and for the acts of hospitality extended; and

Resolved — That the AAIB thank the Board of Trustees of the Perkins School for the Blind for making the excellent facilities of the school available; and

Resolved — That we express our appreciation to Mr. J. M. Woolly, President, Mr.

Lee A. Iverson, First Vice-president, Mr. Stewart E. Armstrong, Second Vice-president and Program Chairman, Mr. Maurice Olsen, Executive Secretary and to the other Officers and Directors of the AAIB for arranging a most interesting and challenging program; and

Resolved — That we thank the workshop leaders and their co-workers for the splendid manner in which they met the challenge of organizing the programs for their workshops.

Resolution No. 3

Whereas, "The Code of Ethics of the Education Profession" was adopted by the National Education Association Representative Assembly at the NEA 1963 convention; and

Whereas this same Code of Ethics was adopted by the Council for Exceptional Children Delegate Assembly at the 1964 CEC convention; and

Whereas, this Code of Ethics has been adopted by many state education associations; Therefore be it

Resolved — That the American Association of Instructors of the Blind adopt "The Code of Ethics of the Education Profession."

Resolution No. 4

Whereas, the Braille Authority has spent unlimited time and effort in the development of the "Nemeth Braille Code of Mathematics and Scientific Notation" and the "Code of Braille Textbook Technique and Format;" and

Whereas, other persons assisted in the development of these codes through their participation on advisory committees; Therefore be it

Resolved — That the AAIB express its appreciation to Mr. Bernard Krebs, Chair-

man of the Braille Authority, his co-workers and to those who gave so freely of their time by serving on the advisory committees.

Resolution No. 5

The American Association of Instructors of the Blind has learned that George

Meyer, Executive Director of the New Jersey Commission for the Blind, retires on Aug. 1, 1964 after 48 years of service to blind children and adults. Be it

Resolved — That the AAIB congratulates George Meyer for these years of service and wishes him well on his much earned retirement.

ADDITIONAL MINUTES OF BUSINESS SESSIONS

June 25, 1964

LEE A. IVERSON, *Chairman*

Newly-elected President Iverson mentioned that, through an oversight, there was no Past President's plaque to be presented to Immediate Past President J. M. Woolly, but that the plaque will be sent to Mr. Woolly after the convention.

The convention voted to hold the 1970 AAIB convention in New Orleans, Louisiana.

A motion was made from the floor and

duly passed, that an appropriate memento be purchased and presented to Joseph J. Kerr as a token of the AAIB's appreciation for his long years of dedicated service as AAIB Secretary-Treasurer. President Iverson appointed a committee of Dr. Francis M. Andrews, Dr. Robert H. Thompson and J. M. Woolly to select a suitable memento and present it to Mr. Kerr. Dr. Andrews was appointed chairman of the committee.

REPORT OF COMMITTEE ON CERTIFICATION

GEORGE D. HELTZELL, *Chairman*

Superintendent, Missouri School for the Blind
St. Louis, Missouri

The Certification Committee of the American Association of Instructors of the Blind, Inc., is happy to make the following report of their activities since the Forty-sixth Biennial Convention at Miami Beach, Florida, June 28 to July 2, 1962.

The members of the Certification Committee, in addition to the chairman, are as follows: Christina Baugh, Robert Hansen, Martha Osborne, William Remaly, and Dr. Everett Wilcox.

Since individual members of the committee are located in wide-spread areas of the country, it has been impossible for the chairman to meet with the entire committee. However, a meeting was held at the

Lake of the Ozarks on March 23rd and 24th of this year, with all of the members of the committee from the midwest attending. Besides these four members, Mr. Maurice Olsen, the Executive Secretary of the Association, was present. Several policy changes were made at this meeting, subject to ratification by the AAIB board. The changes that affect teacher certification are the following:

1. State certification status and completed college and university course work may be certified by school superintendents or their designees without the need for the teacher applicant to submit documentary copies.

2. A \$1 fee for applicants taking the AAIB braille proficiency test has been added to the regular \$1 certification registration fee in order that the grader may be more adequately reimbursed.

The policy changes that affect houseparent certification are:

1. One approved In-service program may be used to apply on approved participation clock hour requirements. (Procedures criteria and application blanks for approving the In-service program may be secured

from the office of Executive Secretary, 2363 South Spring Avenue, St. Louis, Missouri 63110.)

2. Houseparents may apply college course work to either the education section or the approved participation section of a certification application blank but not to both sections.

3. Orientation and mobility requirements for Class AA and Class AAA certificates may be acquired through an In-service program that would comply with provisions in item two (2) above.

The following are some statistics concerning the AAIB Certification service:

Total number of certificates issued from 1940-1960	435
Total number of certificates issued from 1960-1962	86
(This number includes 11 issued on old form.)	
Total number of certificates issued 1962-1964	129

Distribution as follows:

Teacher AAA.....	11
Teacher AA.....	53
Teacher A.....	43
Houseparent A.....	13
Houseparent Provisional A.....	9
Total.....	129

Of the 129 certificates issued during the biennium just ending, 106 were issued to AAIB members and 23 were issued to non-members.

The following is a list of those certified in the biennium 1962-1964:

ALBERT, Tessa F. 1816 S. Almansor Street, Alhambra, California	AA
*ALLEN, Iris L. 1704 "N" Street, Auburn, Nebraska	AA
*ANDERSON, Norman 222 Melwood Avenue, Pittsburgh 13, Pennsylvania	AA
ANDERSON, Richard 1206 "Y" Street, Vancouver, Washington	A
BAKER, Jessie 16707 S. E. Evergreen Lane, Milwaukee, Oregon	AAA
*BARBEE, Miss Mattie North Carolina School for the Blind	A
BECKMAN, Mildred M. 1923 "F" Street, Vancouver, Washington	A
*BERNARD, Rose Mary Route 2, Auburn, Nebraska	AAA

*AAIB Member for 1964

*BEST, John P. Idaho School for the Blind	AAA
*BILLINGSLEY, Bonnie Missouri School for the Blind	A
*BOWMAN, James W. Missouri School for the Blind	AA
*BRADLEY, Mrs. Johnnie D. 18 North Walker Road, Hampton, Virginia	AA
BRIDGES, Mrs. Blanche North Carolina School for the Blind	A Provisional
*BROWN, Mrs. Mary Lou 620 Delaware Avenue, Hampton, Virginia	AAA
*BUCHMANN, Marie Missouri School for the Blind	AA
*BUSH, Elda Marie 1513 N. Catalina Street, Burbank, California	AA
*CALHOUN, Margaret Missouri School for the Blind	A
*CANTRELL, Miss Francise 723 Horwell Road, N. W., Atlanta 18, Georgia	AA
*CHARPIOT, Donald Missouri School for the Blind	A
*CHILES, John Edward Arkansas School for the Blind	A
*CHURCH, Mrs. Ada Missouri School for the Blind	A
*CLAYCOMB, Helen Missouri School for the Blind	A
COREY, Carlton 244 W. Grand River, East Lansing, Michigan	AA
*CROWLEY, Lillian 35 Redlands Road, W. Roxbury 32, Massachusetts	AA
*DAVIS, Esther Mae 2808 Blue Brick Drive, Nashville, Tennessee	AA
*DAVIS, Mrs. Patricia Ann 323 Polk, Pontiac, Illinois	AA
*DAVIS, Roger Herman Nebraska School for the Visually Handicapped	AA
*DOTZAUER, Robert W. 239 23rd Street, N. W., Cedar Rapids, Iowa	A
EGAN, Marianne T. 3321 S. Euclid Avenue, Berwyn, Illinois	A
*ELLINGTON, Opal 5238 Anchorage Drive, Nashville, Tennessee	AA
*ESCHEN, Ruby Nebraska School for the Visually Handicapped	AA
*EVANCIC, Anthony H. 271 N. Craig Street, Pittsburgh, Pennsylvania	AAA
*FAULKNER, Laura Jean 5245 Ruston, Fort Worth, Texas	AA
*AAIB Member for 1964	

*FISHER, Gilbert Missouri School for the Blind	A
*FOSTER, Mrs. Elizabeth 6309 E. Scarlett, Tucson, Arizona	A
*FRANCIS, Eleanor P. 3007 26th Street, N.E., Washington, D. C.	AA
FRIEDMAN, Miriam 1807 Shore Road, Northfield, New Jersey	A
*GALLOWAY, Kathryn 413 N. 2nd, Knoxville, Iowa	A
*GARDNER, Geneva Missouri School for the Blind	A Provisional
*GEEST, Kenneth J. Missouri School for the Blind	A
*GERDES, Marie F. Auburn, Nebraska	AAA
*GERKE, Mrs. Annie Idaho School for the Blind	A
*GERMAIN, Warren C. Perkins School for the Blind	AA
*GIBBONS, Spencer 2637 Sidney Street, Alton, Illinois	AA
*GOETZE, Mrs. Laurie North Carolina School for the Blind	A
*GORDON, Martha F. 420 Donelson Pike, Nashville, Tennessee	AA
*GRIMES, Mrs. Dora B. North Carolina School for the Blind	A
*HALL, Clark Iowa Braille & Sight Saving School	A
*HALL, Marion North Carolina School for the Blind	A
*HALL, Vivian Iowa Braille & Sight Saving School	A
*HALLIDAY, Carol Peabody College, Nashville, Tennessee	AA
*HANNAH, Mrs. Betty Arizona School for the Deaf & Blind	AAA
*HARRIS, Myrtle Lee Tennessee School for the Blind	AA
*HARTHCOCK, Evelyn North Carolina School for the Blind	A
*HOLMES, Dennis L. Iowa Braille & Sight Saving School	A
HUMPHREYS, C. Marian 3135 N. E. 27th Avenue, Portland, Oregon	A
*JACKSON, Mildred G. North Carolina School for the Blind	A
*JONES, Dr. Gideon R. 405 Inglewood Drive, Tallahassee, Florida	AAA

*AAIB Member for 1964

*KAKAC, Jerald A. Iowa Braille & Sight Saving School	A
*KNIERIM, Iva Missouri School for the Blind	A Provisional
*KOPACHE, Mrs. Helen Nebraska School for the Visually Handicapped	A
*LEIFELD, Mrs. Carolyn 1020 Center Street, Jim Thorpe, Pennsylvania	AA
*LENNON, Elizabeth North Carolina School for the Blind	AA
*LESSARD, Nadyne Washington State School for the Blind	A
*LEWIS, Marian P. 249 Bonnalyann Drive, Hermitage, Tennessee	AA
LINDEN, Mona 140 E. 18th Street, Tulsa, Oklahoma	AA
*LINDGREN, Ruth Ann 712 N. Raynor, Joliet, Illinois	AA
*LOGAN, Margaret Missouri School for the Blind	AA
*LOWN, Arthur 746 Amsterdam Avenue, N. E., Atlanta, Georgia	AAA
*MARSHALL, Willette A. Tennessee School for the Blind	AA
*MARTUCCI, Ernest Indiana School for the Blind	AA
*MASOODI, B. A. 411 W. 8th Avenue, Gary, Indiana	A
*McCLINTOCK, Marian E. Maryland School for the Blind	A
*McKINNEY, Doreatha Missouri School for the Blind	AA
*MEYER, Agnes 8715 W. 38th Avenue, Wheat Ridge, Colorado	A
*MEYERS, Lorraine 6807 N. 17th Street, Phoenix, Arizona	AA
MIGUEL, Sister Mary 605 Stevens Avenue, Portland, Maine	A
*MILLER, Mrs. Cecile P. 102 Stevens Road, Glen Burnie, Maryland	A
*MOIT, Helen Missouri School for the Blind	A
*MOORE, Bessie L. Nebraska School for the Visually Handicapped	AA
*MOSHER, Marie C. Box 293, Auburn, Nebraska	A
MULLEN, Sister M. Braille Resource Center, Portland, Maine	AA
*MYERS, Georgia M. 2206 Leona Street, Austin, Texas	
*AAIB Member for 1964	

*NICHOLS, Elease V. 8203 Luvée Lane, Hermitage, Tennessee	A
NICHOLSON, Mary O. 8609 S. W. Pine, Portland, Oregon	A
*NORMAN, Delia Mae 1701 Poquito Street, Austin, Texas	AA
*NORTHINGTON, Doris Jean 2951 Sinbad Drive, Nashville, Tennessee	AA
*OBRIST, Maude Missouri School for the Blind	A Provisional
OLSON, Ned Arthur Washington State School for the Blind	A
*OSSENTJUK, George, Jr. 1108 Cherry Street, Kalamazoo, Michigan	AA
*PEARSON, Dr. Margaret Northern Illinois University, Dekalb, Illinois	AAA
PENIX, James Ray 205 West 5th Street, Escondido, California	A
*PENNY, Alice 243 Liliuokalani Avenue, Honolulu, Iowa	A
PERMENTER, Rosa North Carolina School for the Blind	A Provisional
PETERSEN, Irene Marie 1108 James Avenue, Albert Lea, Minnesota	AA
*PETRUCCI, Dorothy Iowa Braille & Sight Saving School	AAA
*POWERS, Mrs. Evelyn Iowa Braille & Sight Saving School	A
POWERS, Miss Pauline V. 422 N. Main Street, Hubbard, Ohio	AA
*POWERS, Mr. W. R. Iowa Braille & Sight Saving School	A
*PURSLEY, Mrs. Alice 160 Holmes Avenue, Macon, Georgia	A
*PYE, Geraldine 3344 Matheson Drive, Macon, Georgia	A
*QUALLS, Mildred Missouri School for the Blind	A Provisional
*RAPP, Audrey 14 Riverside Street, Watertown, Massachusetts	AA
*RAPP, Don 14 Riverside Street, Watertown, Massachusetts	AA
REANEY, Dorothy M. Washington State School for the Blind	A
*REIMER, Norman New York Institute for the Education of the Blind	AA
*ROLOFF, Lena Doris Nebraska School for the Visually Handicapped	A Provisional
*ROOF, Jayne O. Maryland School for the Blind	A

*SAMUELS, Mrs. Maxine Missouri School for the Blind	A
*SCHULTE, Mrs. Alma Missouri School for the Blind	A
*SMITH, Anna Jane Box 535, Wendell, North Carolina	A
*STRADER, Eugene Nebraska School for the Visually Handicapped	AA
*SWANSON, Marjory E. 4746 21st N. E., Seattle, Washington	AA
*SWEENEY, Mrs. Mary Missouri School for the Blind	A
THORNTON, Mrs. Jannelle 3044 Hope Street, Hapeville, Georgia	AA
*VLACHOS, Jeanne L. 918 Garland Circle, Kalamazoo, Michigan	AA
*VOGEL, Doris Rae 4244 E. Catalina Drive, Phoenix, Arizona	AA
*WALTON, Mrs. Melba 1354 Richard Road, Decatur, Georgia	AA
WATTS, Mrs. Darlene 14 S. River St., Aurora, Illinois	AA
*WEAVER, Martha North Carolina School for the Blind	A
*WEGEHOF, Mrs. Jane Illinois Braille and Sight Saving School	AA
*WHITEHEAD, D. C. Iowa Braille & Sight Saving School	A Provisional
*WILLIAMSON, Myrtle Washington State School for the Blind	A
*WOODWARD, Lola Indiana School for the Blind	A
WRIGHT, Mary 3643 Washington, St. Louis, Missouri	A
*WRIGHT, Rubye T. 2005 Capers, Nashville, Tennessee	AA
*YOUNG, LaVida Missouri School for the Blind	A Provisional
*YOUNG, Maude Ho 109 Rhode Island, Highland Park, Michigan	AA
YUHR, Imelda B. 3311 Trinity Road, Louisville, Kentucky	A

*AAIB Member for 1964

REPORT OF NATIONAL COMMITTEE FOR THE DEAF-BLIND

EGBERT N. PEELER

Superintendent, North Carolina State School for the Blind and Deaf
Raleigh, North Carolina

During the biennium 1962-1964, the Deaf-Blind Committee did not have a formal meeting. Small groups from the committee held informal discussions on several occasions regarding the work of the committee, but a full meeting of the committee was not called.

This committee functions only in an advisory capacity. It is important for the

work of the committee to continue through the years, but the committee itself has no established or defined responsibilities other than to serve as co-ordinating agent for the training centers which serve deaf-blind children.

The committee will continue its service and is available for any special problems that should be referred to it.

REPORT OF MEMBERSHIP COMMITTEE

LELAND C. SANBORN, *Chairman*

Superintendent, New York State School for the Blind
Batavia, New York

Complete details of the increases in membership during the past two years appear in articles printed in the May issues of the *International Journal for the Education of the Blind* in 1963 and 1964. This report hence will summarize the essential information.

The 1963 AAIB membership reached an all-time high of 2085. This included 1890 regular members, 61 life members, 65 student members, 63 corporate members, and 6 contributing members. Twenty-three residential schools had 100% faculty membership and 12 had 100% houseparent membership.

This growth continued in 1964. The convention-time goal of 2250 members was reached last March and as of June 20, 1964 we had a total membership of 2355. There were 2093 regular members, 88 life mem-

bers, 89 student members, 77 corporate members, and 8 contributing members. A recent check shows 53 residential schools had reported memberships with 21 having 100% faculty membership and 10 with 100% of houseparents as members.

Particular credit goes to the individual school membership chairmen, the various state non-residential chairmen and the work of Carl Davis, Life Membership Chairman, in their efforts which brought about substantial increases in the membership in these areas. The valuable assistance and efforts of our Executive Secretary, Maurice Olsen, are responsible for much of the ongoing increase in AAIB memberships over the past two years. We know that with the cooperative efforts of all, the future of AAIB memberships will be on the continued increase.

REPORT OF NECROLOGY COMMITTEE

DURWARD A. HUTCHINSON, *Chairman*
 Superintendent, Indiana School for the Blind
 Indianapolis, Indiana

A FAME THAT NEVER ENDS

He was a friend	His was a hand
Whose heart was good;	That asked no fee
Who walked with men	For friendliness
And understood;	Or kindness done.
His was a voice	And now that he
That spoke to cheer;	Has journeyed on
And feel like music	His is a fame
On the ear.	That never ends;
His was a smile	He leaves behind
Men love to see;	Uncounted friends.
	Anon.

May we pause to honor those friends who have "journeyed on" during the past bien-nium. They leave behind "uncounted friends."

Illinois

Mrs. Bess Parrish, Dietary Worker
 Employed: 1-15-45, Died 3-1-63
 Mr. Lewis C. Gotschall, Carpenter
 Employed: 6-16-62, Died 11-15-62
 Mrs. Ellen M. McEvers, Nurse I
 Employed: 9-2-58 — 9-1-63, Died 1963

Indiana

Mrs. Ethel Hurley, Secretary to Supt.
 Died 6-21-64

Iowa

Mrs. Alma Reid, Teacher, Age 81
 Employed 1928 - 1949, Died 2-17-64
 Mrs. Florence Thayer, Teacher, Age 75
 Employed 1923 - 1948

Kentucky

Miss Ann Gallagher, Housekeeper & Relief
 Houseparent
 Employed 1940 - 1962, Died 9-18-63

Louisiana

Miss Minnie Clyde Peele, Teacher, Age 75
 Employed 24 years, Retired 1955
 Miss Mary D. Welch, Teacher, Age 71
 Employed 27 years, Retired 1957

Maryland

Dr. Frederic M. Reese, School Ophthal-mologist
 Employed 1949 - 1962

Minnesota

Miss Emeline Brandeen, Music Teacher
 Employed 1902 - 1951, Died April 1964
 Miss Julia Beaumann, Teacher and Princi-pal
 Employed 1924 - 1940, Died April 1964

New York Institute for the Education of the Blind

Mr. Paul C. Mitchell, Asst. Principal, Age 64

Employed 29 years, Died 1-2-64

New York State School

Marian Hallock, Teacher, Age 70

Employed 8 years

Gertrude Hallett, Teacher, Age 72

Employed 37 years

Harold Ellis, Housefather, Age 62

Employed 5 years

Mrs. Lorraine Steel, Teacher, Age 70

Employed 9 years

Grace Newman, Teacher, Age 86

Employed 27 years

Overbrook School

Helen Richman, Secretary, Age 59

Employed 19 years, Died 9-8-62

C. Robert Ege, Organist and Teacher, Age 48

Employed 16 years, Died October 1963

Western Pennsylvania School

Mrs. Violet Cannon, Teacher, Age 67

Employed 1955 - 1963

Perkins School

Miss Shirley A. Drucker, Teacher

Employed since 1947, Died 12-29-62

Miss Mary H. Ferguson, Teacher

Employed 1921 - 1948, Died 6-9-63

William McGreal, Teacher

Died 12-16-63

Miss Anna L. Williams, Nurse

Employed since 1958, Died March 1964

Tennessee

Mrs. Verna Busby, Dietitian, Age 63

Employed 4 years, Died 2-14-63

Mr. Ollie R. Denton, Principal, Age 56

Employed 4 years, Died 10-3-63

Mr. Alex R. Cooper, Asst. Storekeeper, Age 62

Employed 6-11-64

Virginia

Miss Mary Caroline Eisenbery, Teacher,
 Age 69

Employed 28 years

Halifax, Nova Scotia

Leslie Hawes, Houseparent

Died 4-27-64

REPORT OF SCHOLARSHIP COMMITTEE

WALTER HACK, *Chairman*
Superintendent, South Dakota School for the Blind
Aberdeen, South Dakota

Number of AAIB Scholarships granted, 1959-1962.....	25	totalling \$12,400
Number of AAIB Scholarships granted, 1962-1964.....	8	totalling 7,300
Total	33	totalling \$19,700
Recapitulation: Two \$10,000 grants received from Avalon Foundation	\$20,000	
Interest applied to portions of grants invested.....	400	
		\$20,400
Scholarships awarded	19,700	
Balance of AAIB Scholarship Fund.....	\$	700

REPORT OF SCOUTING COMMITTEE

ROSS HUCKINS, *Chairman*
Teacher, California School for the Blind
Berkeley, California

The need for braille and recorded copies of current scouting materials made easily available to all visually handicapped scouts was discussed. The Library of Congress will cooperate in their distribution. National Boy Scout Headquarters will cooperate by sending our committee new revisions of books and pamphlets promptly, so they can be edited for brailleing and recording. The first project is editing the new edition of the **Boy Scout Handbook** which will come out next year in print. The merit badge books most frequently used will be edited and brailled as soon as possible.

National Boy Scout Headquarters will publish a print pamphlet for scouters and parents of visually handicapped scouts containing suggestions and examples of how blind scouts have met the basic scouting requirements, with suggestions of how they can be taught.

Girl Scout leaders met and discussed similar topics.

The American Foundation for the Blind and the Executive Committee of AAIB met

and discussed ways we could cooperate to improve the opportunities in scouting for visually handicapped scouts. Dr. Barnett reported on a joint meeting with representatives of the Girl Scouts and Boy Scout National Offices, which was held at the AFB. The American Foundation will conduct a survey to try to locate scout troops which include one or more visually handicapped scouts, and discover their needs.

President Lee Iverson appointed an AAIB Scout Committee which is to edit and stimulate the reproduction of current scouting materials in braille and recorded form, and to act as a national clearing house on the subject. The committee members are:

Mr. Ross Huckins, Chairman
3051 Benvenue Avenue
Berkeley 5, California

Miss Harriet M. Phillips
Perkins School for the Blind
Watertown, Massachusetts

Mr. Hugh Johnson
Maryland School for the Blind
Baltimore, Maryland

MEETING OF THE NATIONAL BOWLING LEAGUE

DR. CHARLES E. BUELL

Berkeley, California

Five of the 15 schools which were members of the league in 1963-64 had representatives present and three residential schools and two public school districts expressed interest in joining the organization.

It was decided to raise the entry fee in each division of the league to \$8.00 per season. The additional funds were needed mostly to provide more trophies.

Two decisions were made concerning scheduling. First, no competition should be held between Thanksgiving and the first of January. This is due to the press of Christmas activities. Second, the season should begin not earlier than the last ten days of October. Some of the schools expressed a desire to begin the season as late as possible and finish about April 15th. This would be in the Open Division which competes for time with wrestling, track and field and other activities. The Girls' and Juniors' Divisions are happy with a schedule similar to that used in 1963-64.

The group decided that a school may enter only one team in a division of the

league. For example, a school can enter only one team in the Open Division. A student may compete in only one division of the league during the season.

The following officers were elected for 1964-66:

President,

Dr. Charles Buell,
California School for the Blind, Berkeley,
California

Secretary of Open Division,

V. R. Carter,
Oklahoma School for the Blind, Muskogee, Oklahoma

Secretary Junior Division,

Jerry Regler,
Nebraska School for the Visually Handicapped, Nebraska City, Nebraska

Secretary Girls' Division,

Joe Reynolds,
Michigan School for the Blind, Lansing,
Michigan

PURPOSE AND ORGANIZATION OF WORKSHOPS

JULIA L. HAYES, *Workshop Coordinator*

Principal, Oak Hill School for the Blind
Hartford, Connecticut

With twelve years of Workshop experience behind us, most of us will be entering into the business at hand in our various workshop groups with confidence and expectation of meaningful group participation. In 1952, in Louisville, Kentucky, when many of us had our first opportunity to take part in a workshop type session, we entered into the activities with some degree of trepidation and a reluctance to articulate.

This is the seventh AAIB Convention of the workshop type. What we have learned

from past experiences should serve to make each convention a better one. In 1952, at the first workshop type convention, there were fourteen workshops in session. At this convention, six "past experiences" later, we have 28 areas of interest represented.

At this convention it is of interest to note some more recently organized workshop groups. We have seen the area of Guidance (formerly associated with the Principal's Workshop) develop its own program; Houseparents have formed very active groups; Orientation, Mobility and

Travel has a firmly established program. New workshops have been organized or are being considered for organization in the areas of Adult Education, Parents, Foreign Language, Health Personnel, Research and Teacher Preparation. The group formerly identified as "Slow Learner and Retarded Child" now encompasses the whole area of the Multiple Handicapped. It becomes obvious that more professional people are being alerted to the multiple problems of many blind children and that educators and workers in this field are seeking the help and guidance of other professional groups.

The term **Workshop** is not a misnomer. Participants must **work** in their "shops" or production will lag. Your workshop officers have been briefed in a previous meeting as to their responsibilities. They will guide you. You have already selected the group in which you wish to work. Keep the following workshop participant "courtesies" in mind throughout the convention:

1. Report to all sessions promptly and remain til they are terminated.
2. Contribute your knowledge and experience but do not monopolize discussions.
3. Demonstrate a willingness to accept responsibility for any job you can adequately handle.
4. Stay with your group! A "drifter" or workshop jumper neither contributes nor benefits.
5. Respect other participants' points of view.

One tremendous change which has taken place in AAIB policy is the great effort to interest and include in the organization public school personnel who work with blind and partially-seeing children. It is very gratifying to me to see the number of "non-residential" school personnel who are in attendance at this convention. Many have been working as workshop officers during this biennium. Your coordinator can clearly recall when a wall fully as effective and equally as devastating as the "Berlin

Wall" stood between the residential and public school programs. Gradually, the height of the wall has been lowered and there are those among us who believe it has almost disappeared. Certainly, at any rate, we are all aware that our children are our challenge, not our methods or philosophies. We must meet **their** needs wherever they are if we are going to fulfill our professional obligations to them. Let's remember this in our workshop sessions — we are meeting together, regardless of our origin, to discuss problems of blind and partially seeing children and young adults in language arts, physical education, mathematics, or whatever!

Many of the workshop officers have planned their agendas well in advance. Those which I have seen show promise of activating good sessions. Several have planned in advance for joint meetings with other workshops where there was mutual interest. This can be stimulating. Others have invited resource persons to speak to their groups. This also is good! But don't neglect your group discussions. Be sure to save some time for the exchange of ideas, for planning for the next convention, for planning interim activities in order to hold the interest of your workshop members for the next biennium. Congratulations to those officers who have made such excellent and enthusiastic preparation for their workshop sessions!

The AAIB Biennial Conventions offer an opportunity for workshops to plan for the continuation of their activity throughout the following two-year period in preparation for the next convention. It also presents an opportunity to review and evaluate the past interim activities. Many groups have published newsletters and bulletins which were circulated to their membership. Some planned and conducted regional meetings. Contests have been set-up by others. Each convention should be the climax of two fruitful years. Let's hope that this will be the best biennium yet for continuation of program and maintenance of a high interest level.

My best wishes to each of you for a rewarding experience in the workshop of your choice! **YOU** can make it so.

ADMINISTRATORS WORKSHOP

RICHARD CARTER, *Chairman*

JOE R. SHINPAUGH, *Co-Chairman*

LELAND C. SANBORN, *Recorder*

Co-Chairman Joe R. Shinpaugh called the meeting to order at 10:15 a.m. in Dwight Hall of the Perkins School for the Blind. The roll indicated 25 people in attendance.

It was noted that this would be a business meeting and that the administrators would be free to attend the meetings of other workshops during the convention. The administrators were invited to attend the Tuesday morning Multiple Handicapped Workshop and the Wednesday afternoon Guidance Workshop.

Dr. Robert Thompson, Chairman of the Program Committee, gave a report and stated some thought had been given to conducting a workshop for administrators at Peabody College. This was discussed at length and it appeared that the majority of administrators present were interested in such a workshop and indicated they would attend if one were held. However, it was reported that at present it was not certain how such a workshop could be financed.

The committee was instructed to continue working on plans for such a workshop and to keep the membership informed by letter. It was thought that perhaps we would have to continue our workshop at Louisville this Fall and make plans for a workshop at Peabody College in 1965.

It was decided that the workshop will change its name from "Superintendents and Administrators Workshop" to "Administrators Workshop." This action was taken because it was noted that oftentimes when programs are printed, the word "Superintendents" was the only one listed, and that while all members of the workshop were administrators not all were superintendents. It was felt that by using the term "Administrators," all would be included.

Newly Elected Officers to serve for the 1964-66 biennium:

Joe R. Shinpaugh, *Chairman*

Charles Woodcock, *Co-Chairman*

Miss Josephine Taylor, *Secretary*

PRINCIPALS WORKSHOP

DON L. WALKER, *Chairman*

WALTER E. EVANS, *Co-Chairman*

RANDALL K. HARLEY, *Recorder*

The members of the Principals Workshop discussed multiple-handicapped children and curriculum development during the first workshop meetings of the 1964 convention. The later sessions were held jointly with the multiple-handicapped, orientation and mobility, and the mathematics workshops.

Dr. Robert Thompson and Margaret S. Polzien of the Michigan School for the Blind described the summer evaluation program at the Michigan school. This program is designed primarily for the evaluation of

emotionally disturbed blind children. The team approach for evaluation, the relationships with parents, and the methods used with the children were discussed.

Dr. Walter E. Evans of the Missouri School for the Blind related how the program at the Missouri school was organized. He described the team approach of agencies used in screening children for the new program, the selecting of the staff for operation of the program and the housing arrangements that were provided on the campus.

Programs in Illinois, Arkansas, Idaho, South Dakota and other states were also discussed. Experiences with individual cases of multiple-handicapped children were related, and principles of dealing with such cases were discussed. It was a consensus of members of the workshop that this was an area which has been sadly neglected and that plans need to be made in our schools for inclusion of a program for multiple-handicapped children.

Curriculum development was discussed and members related their knowledge of new guides and courses of study that had been recently completed or were still under construction. Several guides were examined and discussed individually during this session. It was requested that members bring along curriculum materials to the workshop at the next convention. It was also decided that emphasis be placed on curriculum development and in-service training for the 1966 workshop.

Recommendations

In recent years there has been an increase in the number of multiple-handicapped blind children whose needs are not being met by the educational programs now existing. It is important now to learn about the best methods of educational care for these children who are denied educational opportunities in many cases because of inadequate understanding, diagnosis and facilities. There is a need for national impetus toward the encouragement of local, state and/or regional planning, development and organization of appropriate educational and training programs for multiple-handicapped blind children with the basis for these programs rooted in good nationally recognized standards.

It is recommended that plans be made by AAIB in cooperation with the American Foundation for the Blind for a national workshop for administrators of programs for visually handicapped children to develop guidelines for educational planning for multiple-handicapped blind children.

The purpose of this workshop will be the achievement of the following objectives:

- (1) to develop a statement of the responsibility of the school with regard to the education of multiple-handicapped blind children.
- (2) to discuss and evaluate plans for a team approach to differential diagnosis of handicaps which exist in addition to blindness resulting in the development of a plan which can be recommended for such diagnosis and program planning.
- (3) to discuss and reach an agreement on basic aims and types of programs needed to work toward the successful accomplishment of these aims.
- (4) to develop some guidelines for the requirements in the areas of personnel, program and physical facilities.

The members of the Principals Workshop met jointly with the members of the Multiple-handicapped Workshop, and these recommendations are intended to be in accordance with an extension of the recommendations made by the Multiple-handicapped Workshop.

It was agreed to adopt a recommendation to the American Printing House for the Blind to put out a series of basic raised electronic circuit diagrams that will be submitted to the Tangible Apparatus Committee.

It was also agreed to adopt the recommendations of the Physical Education Workshop concerning asking the American Printing House for the Blind to manufacture and offer for sale a reasonably priced basketball goal locator and a soccer ball with bells.

Newly elected officers to serve for the 1964-66 biennium:

Walter E. Evans, Chairman
Thomas Syob, Co-Chairman
Miss Margaret Esch, Recorder

RESEARCH WORKSHOP

DR. NATALIE BARRAGA, *Chairman*

RALPH. L. PEABODY, *Recorder*

Dr. Natalie Barraga, chairman, presented to the group some possible purposes with which a Research Workshop within the AAIB might be concerned. She then asked the group to consider the feasibility of organizing such a group.

Possible Functions of a Research Workshop

To disseminate relevant information from research studies to classroom teachers for implementation in the curriculum of the local school.

To encourage classroom teachers to participate in, and initiate, research studies.

To encourage established workshops within the AAIB to pursue research in their particular interest groups.

The Research group might **do, coordinate and publish** research.

This group would be in a position to encourage State Department personnel and teacher educators to participate more actively in AAIB, and cement relations between Research, Teacher Education and AAIB.

The workshop group is suitable for sitting down in small numbers and discussing in depth the implications of research to education.

This group might be more effective if it meets on a regional basis for more frequent (than once every two years) institutes.

A Research newsletter published by the group would further positive efforts of communication.

Considerations for Organizing

Is it advisable (from the AAIB Board's point of view) to be initiating more committees and workshops, thus further splintering the organization?

Can the AAIB be considered a truly professional organization without a stronger involvement in research?

Would it be more advisable to have research included in the Teacher Education group if they decide to organize?

Will such a group be a duplication of service?

The American Foundation for the Blind now has a Research Division and collects all known information about blindness (they could, however, act as technical consultants to the AAIB Research group).

The American Printing House for the Blind now publishes all their studies and does research as in their current studies dealing with effectiveness of listening and individualized mathematics as well as proposed studies in working more with tactile symbols. The APH also has a bibliography of research available for distribution.

The federal grants for research now encourage and make possible continued research studies.

Research abstracts are now printed in several easily-accessible sources. How would this new group affect the present Research Advisory Committee? — or might it revitalize it?

Might members of this research group be made up of individuals from all the other workshops to report back to them, thus improving communication?

If the AAIB becomes an integral part of CEC, would it be more advisable to work through CEC which has a larger membership and more members currently interested in research?

One organization must be responsible to know what is going on in research.

Educational Research Needed

It was suggested the place to start is with an epidemiological survey as is being done in California. Look at all children who have multiple impairments. Give names, location, etiology, acuity, etc. (in

one area which listed 500 children, one pediatrician can name over 1,000 children). A starting point would be in local districts with a hard look at how many children are blind, and what are their problems.

As birth to nursery school age is when many children are "lost," research should examine the differences in needs of autistic children and mentally retarded children.

There is no research at present on the early life of blind children (lack of pre-school service is alarming; already the effects of this are beginning to be seen).

Braille codes are adopted without research to determine the feasibility of such changes.

As the number of children entering school is going to be increasing not diminishing because of the characteristics of the general population, research is more urgently needed than ever before. With PL 88-164

monies available, educational research relative to blindness should be pursued.

Recommendations of Group

During this short exploratory meeting, the decision to organize a workshop group was not resolved. A committee was formed to further explore the role of such a group. They will work with the AAIB Research Advisory Committee, teacher educators, American Printing House, the American Foundation for the Blind, Council for Exceptional Children and journal editors. If the committee report is completed during the winter, they will request that Mr. Olsen ask for and send out announcements to a special meeting to be held during the CEC convention next Spring. A report of the committee could be presented at that time.

The investigating committee includes:

Dr. Natalie Barraga, Chairman
Dr. Randall Harley
Mr. Ralph Peabody

TEACHER PREPARATION WORKSHOP

EDWARD T. DONLON, *Chairman*

DR. NATALIE PARRAGA, *Co-Chairman*

MRS. LISA STOKES, *Recorder*

An Organizational meeting was held at the AAIB Convention in Boston on Wednesday, June 24, 1964. Representatives of five teacher preparation centers were in attendance. In addition, Miss Helen Gibbons, Educational Consultant for NSPB; Mr. Carl Rogers, Program Specialist in Braille, Department of Program Planning, AFB; and Dr. Everett E. Wilcox, Superintendent, Illinois Braille and Sight Saving School were also present.

Discussion was held regarding the role such a workshop might fill and its relationship to the existing group of AAIB. It is felt there is a need for such an organization and that it could contribute to the overall development of AAIB.

It was recommended that the appointed officers continue serving until elections are

held at the next conference in 1966. The officers are as follows:

Edward T. Donlon, Chairman
Natalie Barraga, Co-Chairman
Robert Bowers, Recorder

There is a recognition that this group will be extremely limited in finding suitable time for representative meetings to be held. It will, therefore, not serve primarily as a policy-forming group which is representative of the field in teacher preparation. A primary concern at this time, however, is related to the lack of a means of communication among centers already in existence as well as with new programs which are starting. One means of alleviating this situation is through a newsletter. Mr. William Heisler agreed to serve as the editor of a

newsletter to be published at least twice a year. He will do this with the assistance of another person to collect and organize contributions. Mr. Donlon agreed to do this during the first year.

There were specific mention of other groups that might be related to the work of the present one. These were the proposed Research Workshop and the Certification and Standards Committees. These three groups are of interest to the Workshop on Teacher Preparation. Efforts will be made for executive members to be represented at the meetings of these other groups; and it is hoped that the other groups will have representatives at meetings of the Workshop on Teacher Preparation.

Because of the problems of organization as outlined above, it is not felt that interim meetings can be held unless extra funds become available. Smaller meetings may be held at regional CEC meetings and at the national meeting of CEC, but these should not be planned until a sound agreement is made between CEC and AAIB. Otherwise, problems could arise regarding roles of the Teacher Preparation Division of CEC and the Teacher Preparation Workshop of AAIB.

It is recognized that the present group will be limited in many respects. It is also recognized that there is a growing need for increased communication and for development of philosophy in the area of teacher

preparation of teachers of the visually handicapped.

It was felt that this group can contribute much to this area now and in the future.

It was pointed out that, presently, there is a mailing list of 38 persons who have expressed an interest in the present workshop and a desire that it be formed. An attempt will be made to develop a list which includes all existing centers.

Some areas were discussed which could be developed by a workshop group on teacher preparation. These were:

Offer consultation of existing centers with those being newly formed.

Offer a clearing house for professional positions in other programs.

Accomplish research in many areas of teacher preparation.

Offer advice to national and state groups on various aspects of teacher preparation.

Offer services as a "sounding board" for new ideas in the area of teacher preparation.

New officers to serve for the 1964-66 biennium:

Edward T. Donlon, Chairman

Dr. Natalie Barraga, Co-Chairman

Robert Bowers, Recorder

KINDERGARTEN WORKSHOP

MRS. C. B. HOLCOMBE, *Chairman*

MISS CATHERINE COWEN, *Co-Chairman*

Topics of interest mentioned for discussion were:

1. Mobility
2. Retarded Blind
3. Teaching Apparatus

Sister Mary Miguel from Portland, Maine presented a workbook which she had made up to go with the "Touch and Tell" books now being used in many Kindergarten and First Grade classes. This book was received with great enthusiasm by all of the

group and it was decided that the workshop would look into the possibility of having it printed at the American Printing House for the Blind for distribution and use throughout the field. The group was also interested in a reading readiness apparatus which Sister Miguel had devised. She explained its use to the group.

Different methods of caring for and teaching the retarded blind child were discussed. Varying methods and centers of evaluation were also discussed briefly.

The discussion of the advisability of teaching print or script to totally blind children brought out several divergent attitudes and methods.

The Sterns Method of teaching arithmetic was presented by Miss Catherine Cowen from Perkins and inquiry was made into obtaining the kits with which this method is taught.

There were some suggestions made as to methods, materials and projects for Arts and Crafts work.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. C. B. Holcombe, Chairman
Mrs. Harold Levy, Co-Chairman
Mrs. Betty McKay, Recorder

PRIMARY GRADES 1-3 WORKSHOP

MISS LOIS SIVITS,
Chairman, Primary Grade 1

MRS. LORRAINE E. GREENE,
Co-Chairman, Primary Grade 1

MISS ANN O'MEARA,
Recorder, Primary Grade 1

MISS EDNA SCHMIDT,
Chairman, Primary Grade 2-3

MISS EVELYN KAUFMANN,
Co-Chairman, Primary Grade 2-3

MRS. EVELYN W. MOORE,
Recorder, Primary Grade 2-3

The programs and group discussions centered, for the most part, about the language arts.

Miss Margaret Barrett discussed her literature program for the primary grades at the Maryland School. Her foremost goal was to kindle a love for literature for its own sake. By implanting this enthusiasm, group participation was facilitated. At this level, Miss Barrett found the children most responsive to teacher-presented stories as opposed to records and tapes.

Miss Christina Baugh, also of the Maryland School, presented a demonstration of beginning reading in which she emphasized the necessity of establishing a good rapport between teacher and pupil. In summing up her talk, Miss Baugh pointed out that the "intangibles" involved in the teaching processes, "love — discipline — firmness — relaxation and consistency" were just as important as the subject matter itself. In other words, in order to establish a comfortable emotional climate in the classroom, one must first know oneself, know one's children and know the subject to be taught. When all these conditions have been met, the teacher should be able to take the everyday challenges in her stride.

The group found that teachers, as well as the American Printing House for Blind, were concerned with the format of pre-

primers. Mrs. Blanche Dougherty, APH representative, informed us that more and more pre-primers will correspond page-by-page with the print books. The group felt there was a lack of primary literature in braille. At this point Mrs. Dougherty discussed the Dolsch literature series to supplement the basal reader.

In concluding our discussion of the language arts, Leo F. Hanley, Director of the College Testing Center, Boston University, described his research on diagnostic testing of braille reading ability. Mr. Hanley utilized Dr. Sam Ashcroft's dissertation in designing his test. The braille characters are divided into categories from the simplest ("alphabet words") to the most complex (multi-celled abbreviated word forms). The kinds of braille errors are four basic types: missed dots, added dots, horizontal alignment, and vertical alignment. This test not only measures reading skill, but diagnoses the types of errors. Although it is not yet standardized, it can be scored objectively.

Another subject of particular interest to this workshop group was the multiple-handicapped blind child. With this in mind, Mrs. Florence Travis (Maryland School) gave a picture of an average day in her class of slow learners. As motivation is so vital to these children, this teacher attempts to correlate her plans with the

children's interests. Her role is that of mother-teacher. And finally, with such experience-deprived children, the teacher must literally "show them the world."

Another on the rostrum of distinguished guests to the workshop was John L. Morse of the Perkins psychology staff. He discussed ways to help the young blind child solve his problems, with keyed emphasis on understanding uniquenesses in his development. Before the blind child can attain a healthy self-image, he must first develop a realistic body-image — see himself as unique from the rest of his environment. Failure to accomplish this is shown when a child mimics his environment by parroting radio commercials. Mr. Morse explained that rocking and other waving motions are mechanisms for body stimulation — socially unacceptable yet not in-

herently wrong. Playthings such as rocking chairs and rattles could employ this physical need for motion.

Another subject of discussion was the need for a more definite program of mobility for the elementary grades.

A fine exhibit with detailed explanation was displayed by Mrs. Freund, curator of the museum at the Overbrook School for the Blind.

Primary Grades 1-3 voted to merge for the next biennium.

Newly elected officers to serve for the 1964-66 biennium:

Miss Edna Schmidt, Chairman
Miss Beverly Lemons, Co-Chairman
Miss Harriet Phillips, Recorder

INTERMEDIATE WORKSHOP

MR. JOSEPH JABLONSKI, *Chairman*

MISS CHRISTINA BAUGH, *Co-Chairman*

MISS JEANNE A. PERKINSON, *Recorder*

The theme for this year's workshop was the consideration of the necessary skills which will aid the visually-handicapped student to compete with sighted peers. We began our workshop by asking the question whether we as intermediate teachers are doing our best to provide these skills.

Since the ability to read well is the cornerstone of education, our discussion began with this topic. Due to the wide range of reading ability in the classroom, the following suggestions were made by our group:

1. use of choral reading which will help to improve both the speed of reading and expressive reading skill for both slow and fast readers;
2. student evaluation of each other's reading skill in a constructive manner;
3. dramatization of conversational reading has been found to be an excellent method to promote an interest in reading; and,

4. both tape and thermoform may be used for enrichment reading.

Spelling continues to present many problems for the visually-handicapped student. It was the consensus of opinion that standard methods such as writing the word in Grade 1 braille, alphabetizing the word list, and the use of new words in a story or note-taking form are all excellent methods of teaching this subject.

The subject of script writing at the intermediate level was discussed briefly with the following findings:

1. most schools do not have a set policy at this grade level concerning script writing; and
2. it was felt that all students physically capable ought to be able to sign their own names at this age.

In the area of Social Studies it was felt that textbook material is adequate but maps are far from satisfactory as the stu-

dents find great difficulty with their use. A member of this workshop suggested the five climatic zones of the world could be represented by five rows of desks within the classroom. Other people suggested the use of the desk top for directional orientation. Several teachers employ the pupil-construction of a classroom map as the first step in map orientation. In order to make Social Studies more interesting, the following suggestions were presented:

1. contact with foreign and/or domestic pen pals;
2. the use of "ham" radio stations to speak with persons in other areas; and
3. the use of guessing games for geographical locations.

To insure the carry-over of material presented in an English class, the group felt that the use of good English should be encouraged without placing undue pressure on the child. In the area of motivation, extemporaneous speaking, formal debates on topics of current interest, and the extensive use of dramatics were thought to be good methods which should be used more widely.

Due to the emphasis being placed upon arithmetic at this convention, our group met jointly with the Mathematics Workshop for one day. At this joint session we heard described and discussed the various methods of arithmetic teaching now being attempted within schools for the blind. No definite conclusion was reached as each method seemed to possess excellent points

of reference. We are sure that the intermediate school teacher will be willing to co-operate with her principal in carrying out the method desired at the school.

Recommendations

The Intermediate Workshop wishes to present the following recommendations:

1. Due to the difficulties experienced in the use of braille maps, it is recommended that a committee be established by the AAIB to study the feasibility of developing a braille code which will help students comprehend maps better;
2. Due to the numerous problems in the area of Social Studies, which we were only able to consider briefly at this convention, it is recommended that during the ensuing biennium a workshop be held to study the general area of Social Studies; and,
3. Opinion is hereby formally expressed that free-hand or three-dimensional braille drawings are meaningless and should be avoided in textbooks. It is recommended that geometric symbols be substituted for these illustrations.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Era Mae Rickman, Chairman
Miss Jeanne A. Perkinson, Co-Chairman
Mrs. Ruth Heisler, Recorder

LANGUAGE ARTS WORKSHOP

MR. ANTHONY ACKERMAN, *Chairman*

MRS. GRACE NAPIER, *Co-Chairman*

MISS JANE LYSAGHT, *Recorder*

The opening portion of the meeting was devoted to setting up an agenda. The following questions were presented for discussion:

1. Listening, Speaking, Reading and Writing
2. Thoughts on Spelling
3. Building Vocabulary
4. Creative Writing
5. Use and Choice of Textbooks
6. Competitions
7. Note-taking
8. Censorship

1. Listening, Speaking, Reading and Writing:

One study states that students spend their time as follows:

Listening — 45%
 Speaking — 30%
 Reading — 16%
 Writing — 9%

If this is true, it is necessary that the teacher make his students more aware of the importance of listening. This can be done in many ways, for example, talking books, tapes, recordings, and live readers. Using this variety of methods to teach listening is especially important for the college-bound student who must depend on these devices a great deal. The problem of over-use of these aids in the classroom was discussed and it was felt that every device has its value. The important thing to remember is that extremes should be avoided but every available avenue should be utilized.

It was felt that the importance of Public Speaking instruction cannot be overestimated. However, the majority of schools find that it is very difficult to incorporate Public Speaking into the curriculum as a course by itself because of the great amount of time generally taken up by extra-curricular physical education and music programs. It was also felt that the exigencies of time make it impossible to fit Public Speaking into the regular English curriculum.

2. Thoughts on Spelling:

Spelling is a problem with all students, the blind and sighted alike. No real evidence has been presented to show that Grade 2 braille, when properly taught, is a hindrance to spelling. These specific suggestions were made:

1. The teacher should not talk in contractions. If a contraction appears in a word, the word should be spelled out, letter for letter.
2. Taking typing early is a definite asset, and consideration should be given to starting it as early as the fourth grade.
3. Pupils should be penalized for misspellings in compositions.

4. The teacher should use all possible techniques, such as spelling games, bees, and other ideas which may occur to him. (Elimination type games are to be avoided because the poorer student does not learn from sitting while good spellers compete.)

3. Building Vocabulary:

On the high school level, at the present time, there is no appropriate text for vocabulary building. Most of the group thought that *Gateways to Correct Spelling* has an appropriate section which could be used to good advantage.

4. Creative Writing:

Creative writing must be stimulated, and while essay contests have proved beneficial, it is believed that an awareness of what others are doing would be an even greater stimulus. This awareness could be achieved through an exchange of student publications.

5. Use and Choice of Textbooks:

Mr. Lappin of the Printing House joined us at this session and the following conclusions were reached:

1. Everyone is well satisfied with the Laureate editions of the literature texts, grades 7 thru 12, and a suggestion for publication of the Scott-Foresman series was felt to be superfluous at this time.
2. The Warriner's *Handbook of Grammar*, to be available in August of 1965, is felt to be an excellent choice. The Heath *Handbook*, with some reservations, is thought to be satisfactory.
3. There is much dissatisfaction with the *Speller*, *My Wordbook*, and the new *Spelling For Word Mastery*, now available, is highly recommended.
4. A specific recommendation was made for a junior and senior high *English Review*, a Manter-Hall publication, which would be of inestimable value in vocabulary building and in orientation and preparation for the SAT tests.
5. Webster's *High School Dictionary* will be available in braille and large print in August of 1965.

6. Competitions:

While regular essay competitions should be encouraged, it was felt that there is no value in inter-school competitions since standards of judging are too variable.

7. Note-taking:

Note-taking should be introduced when the teacher feels a class is ready for it — this can be as early as the seventh grade. This discipline is especially necessary for the college-bound student.

8. Censorship:

It is right that the teacher should guide the reading interests of young adults and books should be suggested which appear on nationally prepared reading lists.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Grace Napier, *Chairman*

Miss Mary Scanlon, *Co-Chairman*

Mr. Arthur Miles, *Recorder*

MATHEMATICS WORKSHOP

DR. MAE DAVIDOW, *Chairman*

WARREN C. GERMAIN, *Co-Chairman*

MRS. LAURETTA RICE, *Recorder*

The Mathematics Workshop began with a listing of problems and areas of interest of the members which were grouped under the headings of Modern Math, problems relating to elementary math and the abacus. Also time was spent profitably examining and learning about the devices and aids collected by Elisabeth Freund, Curator of the Museum, Overbrook.

In the second meeting, Robert Gildea of RCA, Cambridge, Massachusetts, presented the topic, "Programming as an Occupation for the Blind." The characteristics needed for success are excellent imagination and memory, and the ability to be extremely careful and methodical. At present, there are twenty-nine blind operators, most of whom have sighted help. Methods are in the process of development to allow the blind operator more independence. Computer programming as a job possibility makes good motivation for students of all ages with average to above-average ability. Richard Royston, Vice-President of IBM, Pittsburg, told of his experiences and success in training and placing three blind students in programming.

The abacus was considered at two meetings. Mr. Jules Cote, a teacher at Perkins, explained the use of the abacus as a tool which is only as good as the operator and can become mechanical in operation, but

does not take the reasoning out of arithmetic. It allows slower students to improve in computation though they are still limited in reasoning. Two boys, one from fifth grade and the other from sixth, demonstrated the four fundamental operations quickly and accurately on the abacus. Miss Cynthia Essex of Perkins, who had also worked with Mr. Cote, described a research project carried on with fifth and sixth grade children, grouped according to I.Q. The hypothesis used was that the child will be more accurate and speedier using the abacus than using mental arithmetic. However, the group using mental arithmetic also used braille writers. The groups worked one-half hour a day for four months with rotation of teachers and class time. Oral pre-tests and post-tests were used for comparison. The results seem to indicate definite improvement in accuracy and probable improvement in speed for those using the abacus. Mr. Valdemar Paaske, teacher at the Institute of Copenhagen, Denmark, briefly discussed and exhibited the Danish abacus.

The NEA film, *Mathematics for Tomorrow*, which stresses the idea that we must train the children of today in the ability to think so they may be able to solve the unknown problems of the future, was presented. Following this, Miss Christina

Baugh, teacher at the Maryland School for the Blind, Baltimore, discussed briefly the use of the Andrew F. Schott method. Benjamin F. Smith, Principal of Perkins, presented some of the Catherine Stern materials and discussed her method, assisted by Miss Essex. In the upper grades, other Modern Math materials are also used.

The final meeting was devoted to the consideration of the valuable points presented by Reverend Stanley J. Bezuska, S.J., Chairman of the Mathematics Institute, Boston College, in his panel discussion. Textbooks for advanced mathematics to be recommended to the APH were discussed, also.

Other recommendations for our workshop were: to have fewer speakers in order to have more time to discuss materials and ideas presented; to separate part of the time into buzz groups according to grade areas; to have a nominating committee with members from different geographic areas; to recommend the text, **Refresher Arithmetic**, by Stein for remedial use, particularly in the upper grades.

Newly elected officers to serve for the 1964-66 biennium:

Warren C. Germain, Chairman

Mrs. Bertha D. Klain, Co-Chairman

Alton Davis, Recorder

SCIENCE WORKSHOP

VERNON LUSTICK, *Chairman*

K. L. MEADOR, *Co-Chairman*

MISS NAOMI GREGOIRE, *Recorder*

The Science Workshop decided upon the establishment of science kits which will be made available to braille students. A representative from Science Service, Mrs. Ruby Yoshioka, discussed these kits which are issued on a monthly basis to schools or individual students. With the necessary modifications, these kits may be used by visually handicapped students in the intermediate grades. The workshop officers will see to it that the necessary funds are secured for making six science kits available each year for the next biennium. Also, they will try to obtain financial assistance for hiring an editor to make the kits available on a monthly basis. The purpose of these kits is to give the blind student a chance to work independently and to learn scientific concepts.

The workshop members attended an exhibit and demonstration given by Mrs. Elisabeth Freund, Museum Curator at the Overbrook School. She showed us many tangible models which she had constructed out of inexpensive materials. Her demonstration clearly showed that with imagination and ingenuity, many useful science models may be constructed at relatively little cost. Also, we discussed commercial

models and ways of adapting them for the blind student. The members exchanged ideas on models which are valuable as teaching aids, and what materials work best for construction of tangible objects.

The workshop discussed the textbooks now available in braille and the possibilities of making others available. It was decided that in order to prevent duplication of subject matter, integrated science series in the intermediate and upper school levels would prove valuable.

Our Chairman informed us of many free or inexpensive materials which are available from industries and foundations. Also, he recommended the "Science Teacher" as an excellent magazine for teaching aids and as a source of information.

Mr. Meador and two of the workshop members judged the science competition projects and felt that they were very good. The number of competing students was low, but it was felt that more interest could be stimulated with more publicity. The projects contest will be continued for the next convention with a few minor changes in the rules.

Recommendations

1. That as a long-range project for the next biennium, the workshop officers will see to it that the necessary funds are secured for making six science kits available each year, for two years. A budget of \$200 will be requested from the AAIB to aid in the production and development of this project.
2. That "Modern Physics," Dull, Metcalfe, and Williams, be made available in large type.
3. That editors of braille diagram books should put the explanation on the page opposite to the diagram in order to facilitate greater ease in studying the diagram.

4. That the American Printing House should continue the braille publication of **Current Science** Magazine.
5. That at the next biennial meeting, the members will investigate and discuss science series textbooks which are integrated from elementary through upper school levels. They will also make a study of supplementary science books which should be published in braille. The development of principles for making braille diagrams easier to understand will also be discussed.

Newly elected officers to serve for the 1964-66 biennium:

K. L. Meador, Chairman
Mrs. Vivian Jones, Co-Chairman
Miss Naomi Gregoire, Recorder

SOCIAL STUDIES WORKSHOP

W. C. KENNARD, *Chairman*

MRS. MARY MORSE, *Co-Chairman*

MISS BETTY MALLETT, *Recorder*

The Social Studies workshop opened its meeting with eleven members. Three of these were itinerant teachers who were especially interested in this department.

During our workshop periods we found that we had the following problems:

1. For a proper course today in American History, one school year does not allow sufficient time to reach the present governmental administration in 1964. We recommended that where American History is followed in the next year by a course in the Problems of Democracy, some of the time in the Problems of Democracy course be used to complete the study of American History. The material of the era lends itself well to some of the present Problems of Democracy.
2. We discussed what could be done to improve the concepts held by blind students concerning location and relationships of places. This need could

be helped by better maps. Teachers are apt to take for granted map understandings that the blind student does not really have. The entire area of understandings that are taken for granted by teachers and yet not necessarily secured by the blind student, needs constant attention.

A visit to the exhibit of Mrs. Freund of the Overbrook School showed us how models of historical value to the pupils could be easily made. We decided that small museums of these models could be made by using a little constructive ability which many of us have. The itinerant teachers mentioned that it was their duty to help blind students use their material as fast as sighted children when they are enrolled in regular public schools. It was found from discussion that there is an ever-increasing tendency for the more able blind students to leave a boarding school for the blind and enter a regular public high school. This is especially true for those in the Junior and

Senior classes throughout the country. This fact may soon cause a change in the standards now obtainable in boarding schools for blind students as the majority of the students left will be unable to do the full work of college preparatory quality. It was predicted that the child's progress would be emphasized more than the actual quality of the work in the future.

We all recommended that the weekly magazines such as "Our Times" should be continued. These magazines have proved very useful and of excellent quality in recent years. It was found that some schools that are not located near a large city were having difficulty in securing readers for pupils who needed this aid. It was suggested that carefully-prepared and read tapes might help this lack of reading aid.

We suggest that it be determined just what should be emphasized in the study of history in some form. These courses should be arranged in the following order:

1. Throughout the Sophomore year a course in European or World History be taught (We recommend this because most students otherwise reach their Junior American History course completely ignorant of the forces in the Old World that were responsible for influencing events in their own country);
2. that the Junior American History course and possibly the Problems of Democracy offered to most Seniors

should furnish information about present-day lands in Asia, Africa, and South America (This information should be presented in a manner worthy of these grades and not as used in the geography classes of the lower grades); and

3. in the Senior year a course taking up, in a mature manner, the Problems of Modern Life in America should be offered. (We found that there is no textbook available that presents the needed material for a proper insight into these problems; magazines, special books, special TV or radio programs, should all be used as aids. Class discussions followed by written summaries or evaluations of the problems should be used a great deal in this course to make it a proper one.)

Our members complained that our convention came so early that they came to the convention directly from their last classes in some cases. This accounted for so few Social Studies teachers attending. We hope that the convention in Colorado Springs will begin at least a week later.

Newly elected officers to serve for the 1964-66 biennium:

Donald J. Duncan, Chairman

Mrs. Martha Hancock, Co-Chairman

George Stokes, Jr., Recorder

FOREIGN LANGUAGES WORKSHOP

An organizational meeting was held on Wednesday morning, June 24, 1964, for the purpose of establishing a Foreign Language Workshop.

It was the opinion of the teachers who attended this meeting that, with the advent of new materials and methods in the field, with the current trend toward introducing foreign languages in the lower grades, and with the opening up of more vocational

opportunities for blind youth who are trained in foreign languages, there was strong justification for an official grouping of teachers in this field.

Newly elected officers to serve for the 1964-66 biennium:

James D. Emerson, Chairman

Mrs. Berenia Anderson, Co-Chairman

Miss Julie McKay, Recorder

PARTIALLY SEEING WORKSHOP

RUTH HOLMES, *Chairman*
HELEN GIBBONS, *Co-Chairman*
BARBARA GRANT, *Recorder*

This workshop chose to discuss the following topics during the 1964 convention.

A Definition of Terms

Members of the workshop were concerned that confusion arises among educators over the terms, **partially-seeing** and **legally-blind**. It must be remembered that help must come as the need arises in a child. We must use the generally-accepted definitions as a helpful guideline, but be adaptable to the changing requirements of students. Teachers of the partially-seeing are concerned with communicating the abilities of their students to regular teachers who also work with them. In talking with these regular teachers, it is good to avoid technical terms, but to explain just what the child can do. It was pointed out that visual efficiency is a learned skill and that teachers must stimulate the child to help him use every bit of his sight. There must be a process of continuing flexibility and evaluation.

Recent Trends and Developments

Miss Helen Gibbons, Educational Consultant for the National Society for the Prevention of Blindness, spoke to the group and stressed the following points. Programs for the partially-seeing are expanding and more teachers are being prepared to help in these programs. There is an improvement in reporting eye conditions with the use of the new ocular form. School systems are taking the initiative in placing children in special programs. The trend in planning is coming away from the special class to a resource room and itinerant teacher program. The grade range now being served has expanded to serve both elementary and secondary-school pupils. Low vision aids are becoming more helpful. There is an increasing problem of providing the needed materials for partially-seeing children.

The Multiple-Handicapped Child, Teacher Preparation, Materials

It is felt that teachers would benefit by taking courses on different handicaps and

methods of teaching to help children who are handicapped in more than one way. Requirements for teacher certification to teach visually-handicapped children should be more uniform. Members expressed the need for a wide diversity of preparation and for working with administrators to set up suitable programs. Teachers commented on the need for more large-type materials. The following places have lists of materials:

List of large-type publishers

Mr. Alfred Hagle, Division for the Blind
Library of Congress, Washington, D.C.
20540

List of large-type publishers

National Society for the Prevention of
Blindness
16 East 40th St., New York 16, N. Y.

List of large type publishers

American Printing House for the Blind
1839 Frankfort Ave., Louisville, Ky.

Obtaining taped textbooks

Recordings for the Blind
Miss Helen Abbemonte
121 East 58th St., New York, N. Y.

Obtaining taped textbooks

Mr. George Jean Lorantos
National Braille Press, 88 St. Stevens,
Boston, Massachusetts

General catalogue of volunteer-produced textbooks

Mr. Carl Lappin, American Printing
House for the Blind, Louisville, Ky.

For other than textbook materials, write to:

Mr. Robert S. Bray, Division for the
Blind, Library of Congress,
Washington, D.C.

For inquiries as to lending materials, write to:

Miss Evelyn Eisnaugle
Central Registry Depository
State School for the Blind
5220 North High St., Columbus, Ohio

Schools can make use of volunteer helpers in their communities who are often looking for an opportunity to serve by reading to students, typing and duplicating materials, etc. The Xerox machine has been found useful for duplicating materials; a suggestion was made that this method be made more accessible to more schools.

Classroom Problems

There are many students who need special help with reading. Through the cooperation of remedial reading and regular classroom teachers, these students can often be helped. Reading diagnostic tests can help point out the problems. Dr. Barbara Bateman, at the University of Illinois, has published some helpful articles on this subject.

If a child is learning print after having had braille for a time, the teacher must teach discrimination of form, and in remedial reading, start at the child's own level. The need for a sound, graduated program of listening skills was stressed. Teachers should guard against using supplementary materials as the basis for teaching, but should rather use them as helpful tools. Local volunteer organizations are often eager to prepare or pay for materials and perform tasks. In the teaching of type-writing, cursive and manuscript writing, it was determined that each child's case should be taken individually and the child should not be forced to learn cursive writing if his vision is very low. If a child seems ready and eager to typewrite, this motivation may help him succeed.

In the matter of ordering materials from the American Printing House, there is a possibility that groups (such as CEC, AAIB, etc.) could agree to order an amount of printed matter from the publishing house for their particular region. The greater number of orders then may insure printing of the desired materials in large-type.

Low Vision Aids

This meeting took place after the group had attended a regular session presentation on limited vision and low vision aids. Dr. Robert J. Herm, from the Massachusetts Eye and Ear Clinic, served as a consultant at the workshop meeting. Dr. Natalie Barraga of the University of Texas and Miss

Eisnaugle, Educational Specialist, State Department of Education, Columbus, Ohio, served as consultants at this and other sessions.

Dr. Herm believes that there is a growing interest and participation among ophthalmologists in the educational programs for visually-handicapped children. Members were agreeable and eager that parents, teachers, school supervisors, and physicians work as a team in a continuing re-evaluation of the child's condition and abilities. Teachers can help by giving reliable, clear information about the child's performance to the local school supervisor, who in turn can approach the physician. Many schools now have their children regularly examined by ophthalmologists and other physicians. Dr. Herm explained that aids have been used with first and second grade children but not as yet with pre-school children, although this is a possibility. Dr. Barraga pointed out that before a child is given an aid, he must be made aware of what he will see, how to use the aid and what it can do for him. This comes through patient teaching of concept and the offering of visual stimuli along with needed verbal explanation. It is recommended that teachers and ophthalmologists counsel parents to help their children accept and use their low vision aids. For clues to progress and understanding, an adult should encourage the child to explain what he sees in his own words. A child who is using a low vision aid may be able, at a certain period in his growth, to use regular print.

The attitude and encouragement of the teacher can motivate the child greatly. Although the physician will follow through and check the child's progress, the teacher will carry the responsibility for continued use of the low vision aid.

Workshop Recommendations

1. In this workshop for teachers and administrators of partially-seeing students, members have come from varying backgrounds and areas. We have been enthusiastic in discussing many issues with a number of helpful consultants. For the next convention we recommend that fewer problems be discussed in greater depth, perhaps working toward the development of small buzz sessions.

2. We suggest that a workshop newsletter be sent to registrants once a year in the spring, the second copy containing a suggested program for the next convention.
3. Members are very much in favor of closer communication about the child's problems among teachers, parents, school supervisors, and ophthalmologists. This is an area which the next meetings may explore deeply.
4. It is suggested that some school superintendents be invited to attend and be consultants at future meetings of this workshop.

5. Further discussion of the following problems is desired: concrete ideas for remedial reading, methods of financing materials and aids, regional facilities for reproducing large-type materials, and reproducing print into large-type when only one copy is needed. If a particular workshop project is decided upon, the members could apply to the AAIB for financial support.

Newly elected officers to serve for the 1964-66 biennium:

Guy Marchisio, Chairman
Miss Helen Gibbons, Co-Chairman
Mrs. Phyllis Geiger, Recorder

MULTIPLE HANDICAPPED WORKSHOP

SAMUEL MILESKY, *Chairman*
ELINOR LONG, *Co-Chairman*
SHIRLEY HAHS, *Recorder*

During this convention the Workshop on the Multiple Handicapped met in several sessions with representatives of other workshops, including Guidance, Principals, and Houseparents. For areas in which the membership had expressed special concern, several resource persons were invited to join our sessions. These included Mr. Edward Donlon of Syracuse University's Center for the Development of Blind Children and Mrs. Leah Watson of the Foundation for the Junior Blind in Los Angeles, California, who were consultants in the discussion on emotionally disturbed, Mr. Lyle Thume of Arkansas Enterprises for the Blind, who was consultant in the field of Guidance, and Mrs. Dariel Peterson of Crotched Mountain Rehabilitation Center, resource person for cerebral dysfunction. In the absence of a consultant in the area of the mentally retarded, Mr. Maurice Tretakoff of Hope School served in the capacity of resource person for this field. The membership appreciates the valuable assistance of the consultants in stimulating discussion and making helpful suggestions for the handling of blind children with these particular problems.

The consultants stressed the importance of obtaining more effective diagnosis and

evaluation and the need for teachers to discover the functioning level of each child, proceeding from that point according to the principles of child growth and development, and consulting frequently with persons having information on the additional handicapping conditions of the child.

Since considerable discussion centered about facilities for obtaining complete diagnostic and evaluation service which could be utilized for blind children, Chairman Milesky appointed a special committee to review this problem. However, given the best possible total information about children, facilities and programs of appropriate educational services, especially in the case of multiple handicapped blind children, most people at the present time would still feel inadequate. Therefore, the special committee was asked to study this problem also and was charged with the responsibility of making a report. It was pointed out that the recent Federal legislation and current state and local emphases on mental health and mental retardation would stimulate many new developments which could be helpful in the education of multiple handicapped blind children. It would be fitting and proper for this Workshop to suggest ways in which the AAIB could influence

activity on behalf of all other handicapped children so that blind children might also benefit.

The position paper drafted by the special committee and later approved by the membership was shared with the Principal's Workshop at their request. It is attached here and represents a philosophy and direction which this Workshop considers basic to effective educational planning and programming for blind children with other handicaps.

RECOMMENDATIONS FROM THE MULTIPLE HANDICAPPED WORKSHOP

**(A Suggested Position to be Taken
by AAIB)**

1956

The workshop presented the following recommendations to the AAIB membership:

1. That the Workshop on the Slow Learner and Retarded Blind Child be considered a special division of the Workshop on the Multiple Handicapped.
2. That, in accordance with accepted practice in the field of education for the retarded, schools for the blind utilize the terms "educable" and "trainable" in the classification of retarded blind children; "educable" pertaining to the group with IQ's estimated at 50-79, and "trainable" at 30-49.
3. That the sheltered workshop be considered an acceptable vocational goal for the educable retarded.
4. That a special curriculum be developed to meet the emotional, social, and vocational needs of these children.
5. That wherever possible, classes for educable retarded and trainable retarded blind children be homogeneous, and that they should be provided with equal physical facilities.
6. That classes for educable children not exceed 8 pupils and classes for trainable children not exceed 5.
7. That greater effort be exerted to develop more variety of braille and tangible materials to meet the needs of these children.

8. That teachers of retarded blind children be encouraged to seek further training in the field of the retarded.
9. That since retardation presents the greater handicap, schools for the blind make every possible effort to establish close working relationships with available resources for the retarded.

1958

The workshop reaffirmed the recommendations made in 1956 — particularly that urging school administrators to arrange special class placement for retarded children rather than assigning them to classes with normal children. The retarded children under this plan receive more individual help in a less competitive situation and thus can progress more successfully and at their own rate. Similarly, the normal children, no longer distracted or delayed by retarded classmates, will enjoy a more favorable learning atmosphere.

Since some schools have not yet initiated special classes for the very slow child, unfortunately a few teachers are still faced with the problem of providing for some of these individuals in the regular classroom. The workshop recommends that such cases be allowed "controlled freedom" — i.e., their daily program should at least be more flexible, allowing for special activities other than those established for the balance of the group.

1960

1. Regional inter-agency planning for the diagnosis, treatment, training, and education of multiple-handicapped children.
2. Regional workshops for teachers.
3. Establishment of teacher training programs in colleges and universities with demonstration school facilities, scholarship help to be provided.

1964

1. In view of recent sympathetic federal legislation, we recommend that the AAIB work cooperatively with other agencies to urge strongly the establishment of diagnostic and evaluation clinics throughout the United States, which would offer a complete

- medical, psychological, social case-work and educational or functional assessment of handicapped children, and further, that the AAIB communicate its willingness to serve as a member of the team when assessing those children who are blind.
2. We recognize that some multiple handicapped children will become able to live independently and contribute meaningfully to society; that others will contribute in a limited way and will achieve only a semi-independence; that still others may be able to achieve only limited self-care and will require life-long support and supervision. Educators must work in the interests of all these multiple handicapped children, so that each will develop his skills to the maximum and may achieve the greatest degree of development. Educators must be concerned not only with attaining the immediate educational goals, but also with helping the child to develop social and vocational skills which will enable him to be useful insofar as his potential will allow. The growth and development scales used for all children must be the guide in planning educational programs for these children. New programs need to be developed in addition to those now existing, and existing programs need to be expanded. Program planning should be based on the best possible thinking and knowledge of the other disciplines, should be concerned with raising the functional level of each child, and should be directed toward providing, through such means as sheltered workshops, work-study programs, contract programs in schools, and "half-way houses," pre-vocational experience which may lead to the child's ability to contribute to society. Consideration should be given to the establishment of research or demonstration projects in specialized areas, such as language disorders, cerebral dysfunction and emotional disturbance, using new techniques now practiced in these fields. Residential schools seem to offer fertile ground for such projects.

3. We recommend that the AAIB reaffirm its commitment to the ideal that the child who is physically, mentally and/or emotionally-socially handicapped be given the appropriate treatment, education and care required by his particular condition, and make it known that his value depends not only on the contribution he can make to society but on his own innate individual worth.

Discussion:

Those additional handicaps of particular concern to this workshop include:

1. Educationally retarded (slow learner)
2. Educable retarded
3. Trainable retarded
4. Language disorders
5. Emotional and social disturbance
6. Cerebral palsied
7. Neurologically impaired
8. Other physical disabilities
9. Hard of hearing
10. Deaf

Special Committee:

Joan Chase
La Noel Brazil
Shirley Hahs
Elinor Long
Buel Messer
Rebecca Messer
Mary Patterson
Marjory Roth
Maurice Tretakoff

Nominations Committee:

Jacqueline Cote
Shirley Hahs
Jerrine Lucas
Ruth Woodworth

Newly elected officers to serve for the 1964-66 biennium:

Maurice Tretakoff, Chairman
Rev. Richard McGuinness, Co-Chairman
La Noel Brazil, Recorder

1964-66 Newsletter Editor:

Jacqueline Cote

BUSINESS EDUCATION WORKSHOP

MARGARET MILLER, *Chairman*

ELIZABETH CLARK, *Recorder*

The purpose of the Workshop is to discuss common problems. These were taken originally from a survey conducted by our chairman, Peggy Miller. More were added during the workshop.

Year in which the teaching of typing should be started

Number of years of typing to be offered to students

Scope of typing course

Speed Tests

Overall discussion

Time of tests

Grading

Grading of papers

Setting margins

Center setting vs. side setting

Spelling

Equipment

Typewriters

Tables

Chairs

Dictating machines

Discussion was led by Egbert Peeler of the North Carolina School for the Blind concerning a mimeographed book by Orilla Pratt. It was requested that individual teachers ask the Printing House for copies in braille and large print.

Discussion was led by G. Shober, Jr., from the Overbrook School concerning the Overbrook course on small business management and accounting procedures.

There was a need expressed for something better in braille and large print textbooks.

The group discussed job openings and possibilities for blind students as well as equipment available for training purposes.

Recommendations:

Typing should be recognized as a subject and should not be used as a dumping ground for students who have no other class at that particular period. Classes should be grouped according to ability and not according to convenience as far as other teachers of other subjects are concerned. That is, students should not be taken out of typing for everything that comes up. No student should be assigned to a typing class for one or two periods a week when the rest of the class has the subject all week. That is, one or two students should not be removed for home economics or music while the rest of the class has typing.

Newly elected officers to serve for the 1964-66 biennium:

Madeline Smith, *Recorder*

GUIDANCE WORKSHOP

LYLE THUME, *Chairman*

BOB McQUIE, *Co-chairman*

MRS. LEE THUME, *Recorder*

There were six workshop sessions with a maximum overall attendance of 21. While no one agency program should be a basis for total group discussion, the college preparatory program was used as an example of meeting the needs of an increasingly large group of college-bound youth. Dr. Samuel Ashcroft had been invited as the spokesman for the Research Committee for

this project (College Prep). In his absence, the discussion of the college preparatory program and the problems involved in the counseling of blind college students were discussed by the workshop chairman. The evaluation phase of the program was given emphasis. Self re-evaluation was illustrated by the fact that 5 out of 12 potential freshmen in the 1963 groups did not enter col-

lege that fall. An intensive follow-up has been done of the 1963 group, and while a small sample is not definitive, it points to concepts for questioning. Some of the indications are: Dormitory personnel verbalized more initial resistance to blind students than did faculty members but showed the greatest positive shift toward acceptance by the end of the first semester. Faculty members more frequently verbalized less resistance toward blind students than to those with other disabilities. Partially sighted students verbalized a higher frequency of problems than the totally blind. Even after intensive emphasis, the freshmen were not utilizing taped reading resources. (Upper classmen were.) Several students had no roommate, but the degree to which this might reflect adjustment or other considerations is not established. The freshman students more often stated the most valuable College Prep services had been academic instruction and instruction in activities of daily living. Other College Prep services in New York, New Jersey, at the Chicago Lighthouse, and Syracuse University, as well as the Arkansas Enterprises for the Blind program received mention.

The second session was chaired by Jack Morse of Perkins, who is Chairman of an occupational study committee which is currently under AAIB auspices. It was stimulated by last year's joint workshop of AAIB, VRA, and the Hadley School for the Blind. Mr. Morse emphasized the need for guidance information, both from the standpoint of the blind student and professional educators or counselors. It was felt that emphasis on services is especially needed for the increasing proportion of blind youth who will be entering the market of skilled and semi-skilled services and occupations. He described the method of the NVGA for the classification of occupational information. The committee had determined to utilize this system rather than to develop an independent one. The committee will jointly review such materials as the OCCUPATIONAL OUTLOOK, other brochures of the Department of Labor, and SRA materials and make recommendation as to applicability of much of this. A portion will also be referred to the Library of Congress which has already begun to place vocational information in braille and on tape. Bauman's work on the placement of the blind in the professions was used as an illustration of projects the committee would keep

abreast of. Bauman is currently heading up a new on-going study of placement of blind persons in non-professional occupations. Mrs. Bauman had also planned to participate in this session but could not attend.

There was discussion of attempts to list jobs that blind persons have done, but this type of effort was discouraged by some committee members who felt it could be misleading to those who might be seeking this kind of data because of an acute degree of personal need. Such listings can also limit the concept of job potential.

Much attention was directed to state laws or traditions that seemed to be gaining in strength toward the prohibition of blind students teaching in public schools. Numerous examples were stated and the group felt this problem is growing in importance in terms of its significance to the Guidance Workshop.

The importance of collaboration between schools for the blind and state vocational rehabilitation services was emphasized and the Missouri program was presented as an illustration. Group members expressed the importance of early contacts with parents of young blind children to begin developing concepts of potential vocational independence. There was a group feeling that vocational information needs to come out in the form of a secondary school type of course so that the individual is not dependent on any one book or single type of experience for developing his total background.

The third session was conducted by Jack Morse concerning group counseling in a school situation. The Perkins program was used as an example because of its availability and the fact that it is probably a solitary example of its type. Differences were distinguished between group guidance as in vocational courses, and group psychotherapy. The Perkins group counseling represents neither of these. There was much discussion of considering intellectual ability and areas of interest as a basis for establishing a group. It was emphasized that the group setting should not be like a classroom, although because of necessity it tended to represent grade level. There has been some problem in interpreting this setting to the students so that they will distinguish it from a class situation where grades would be involved and the group setting where a confidential permissive en-

vironment can exist. It works well as a basis for follow-up of individual counseling. The point was made that often younger children express excessive emotional feelings to the extent that, at times, problems are shared too deeply with the group.

The problem of administrative expectations from such a program was also dealt with. An opportunity for voluntary participation is difficult to arrange in a class scheduling framework. Time and space are hard to arrange. There may be concern on the part of teachers that the group counseling may represent an acceptance of criticism of them. For this reason the Perkins Guidance staff participates in the interpretation of the program with faculty members and in sessions with houseparents.

The fourth session was a joint session with the group dealing with the multiple-handicapped blind child. Summary material was presented by Lyle Thume and Gerald Chambers. The general theory of counseling with a modified nondirective emphasis was described as the group members had requested. This joint group was composed primarily of non-guidance persons. It seemed to be resolved that counseling processes with severely disabled children would be basically the same as in any other counseling situation. It was concluded that the goals sought would be subject to modification.

The fifth session was a joint meeting with school administrators. Material was presented by a panel composed of J. M. Woolly, Joe Shinpaugh, Bob McQuie, and John Belton. The old AFB-sponsored Raskin study was used to indicate the need for more guidance services within schools for the blind. The point was brought out that in terms of numbers of children, public schools often afford less counseling opportunities than do schools for the blind. Nevertheless, all agreed that there is need for more counseling resources in schools for the blind. The need for these resources by blind students was described as being great. The combined Arkansas program where a vocational rehabilitation counselor is assigned to the residential school, under the school's supervision, illustrates a method of acquiring more resources. In this manner, both psychological testing and counseling are drawn into the program. This is to the end of utilizing services so that the student can more easily and more

efficiently achieve the goal of taking maximum advantage of educational and social opportunities. The tying in of these programs makes for better follow-up vocational counseling when the student leaves or graduates from school. Records are shared and a transfer of counselors is sometimes unnecessary.

The Guidance Workshop members asked for direction concerning how to draw more guidance persons into the workshop. Joint sessions such as these with other AAIB workshops were recommended to be at least a part of future AAIB conferences.

Guidance personnel emphasized the fact that administration often did not allow sufficient time for the carrying out of guidance services. A counselor was too often used to solve disciplinary problems, to play a role in the recreational program, or to take on other supervisory functions. There was also some division made concerning services for elementary or secondary students. Guidance in the earlier years of the student's life is not used to bring out enough background familiarity with early problems. Later experience can also be to broaden the student's familiarity with society, social and vocational demands and expectancies.

At the final session, discussion was led by David Ragan from the Pre-School Workshop. He stressed counseling with preschool blind children and their parents. He described his role as coordinator of existing community services; this has importance for both rural and urban districts. Another value of such a service is early case finding. At this stage, much assistance can be offered in directing thought to the kind of educational system that the child will enter. A problem he highlighted and related more often to children of higher socio-economic status was that of parental denial of the limitation. This attitude sometimes leads to exaggerated expectancies of the blind child. (For example: concern about college problems might be verbalized at this very early level.) In the past year, this interest area has become more involved in the counseling of multiple-handicapped blind children.

Newly elected officers to serve for the 1964-66 biennium:

Bob McQuie, Chairman
Gerald Chambers, Co-Chairman
Eleanor Schneider, Recorder

HOMEMAKING AND ARTS AND CRAFTS WORKSHOP

MISS EULA SHULTS, *Chairman*
DONALD CHARPIOT, *Co-Chairman*
MRS. ARLINE HUCKINS, *Recorder*

The proposed summer six week workshop course in homemaking for 20 teachers to be financed by the Office of Education has been refused, with possible review after an August hearing. Participants are to be congratulated upon the large number of exhibit and contest materials. Eula Shults was selected contest and exhibit chairman for the next convention, with the duty of providing:

1. Adequate and suitable exhibit space where the whole convention can view the materials.
2. Specific contest rules including cost, grade level, assistance given and use already made of exhibits.

Awards of various types (certificates, money and watches) for local as well as nation-wide contests were discussed.

Sewing: Be sure sewing merits the time it takes. Blind girls can cut from tissue patterns. Markings must be made by sighted individuals. A thimble "blinds" the finger on which it is worn.

Buymanship: Learning to purchase clothing may be more important than construction. Use local store cooperation. Consider home background, attitude and family finances. Style consciousness must be taught. Color is an individual matter. Memory of combinations is important.

Social Behavior: Personality, boy-girl relationships and manners are important. Table manners need full staff cooperation. Learn at times other than mealtime and practice at meals. Manners and grooming must be progressive and continuous. Don't neglect sex education and child care.

Foods, Nutrition and Diet: Give help to those who eat few items, are overweight and have allergies. Menu planning for the food service area gives practical lessons and greater appreciation for the problems. Assistance in quantity cookery, serving and clearing give girls excellent experience.

Arts and Crafts

Members introduced themselves and told something about their work, schools, schedules, number of pupils, and their exhibits (materials used, construction and costs). Crafts should involve many materials, tools and experiences. Blind children need to gain a feeling of the outside world. Every day should be a new and exciting experience. Creativity, resourcefulness and sense training are of greater importance than the finished product. The most important thing is what happens to the children when they are using craft media, both physically and mentally. The finished product is not the important thing. The child should learn to use his hands and his mind. Arts and Crafts can be used to develop the small muscles of the hands and legs and the larger muscles of the body. By putting things together and making things, the children grow and learn how to use their minds and bodies. The abilities the child has must be developed; he should start where he is; he should work out ways to do things. Learning takes place best when not forced.

Teach neatness. Special placing and always putting things away are important. Cover the table with paper, the clothes with an apron. Teach orientation to the room. Giving and receiving directions is an important lesson to learn. Keep channels of communication open to other members of the staff. Your student will get dirty, have minor injuries and produce "junk," which you may need to interpret to the staff.

One member of the group who works with mentally retarded blind children told of her interest in teaching her pupils crafts so that they may earn a living working with crafts after they leave school. She wondered at the vocational aspect of crafts.

The crafts exhibits included many items from primary grades through 4th grade. Most of the items were made from discarded materials, stressing the creative ap-

proach of "making something from nothing."

The group voted that there should not be any prize money offered at the next convention, but certificates and ribbons will be awarded. They also voted that all entries should be brought and set up at the convention by each school. There should be no shipping of exhibits or competition entries that will need to be handled by other people.

The following arts and crafts awards were announced for the 1964 convention competition:

Group I (Grades 4, 5 and 6)

- 1st place — Daralene Smith, Kansas School for the Blind
- 2nd place — Larry Waymire, Kansas School for the Blind
- 3rd place — Eugene Lessard, Perkins School for the Blind

Group II (Grades 7, 8 and 9)

- 1st place — Bernestine Stewart, Ohio School for the Blind
- 2nd place — Libby Sykes, Arkansas School for the Blind
- 3rd place — Gary Sworab, Michigan School for the Blind

Group III (Grades 10, 11 and 12)

- 1st place — Catherine Asaro, New York Institute for the Education of the Blind
- 2nd place — June Ann Daniels, Ohio School for the Blind
- 3rd place — Robert Easterling, Indiana School for the Blind

Special awards were received by two entries from the Perkins School for the Blind.

Judges for the competition were Miss Eileen McNamara of the Perkins School and Mrs. Marcella B. Reeve of New York.

The use of Craft cards to pay for materials used by older students was discussed. Some schools had arrangements whereby, if students do not have the money to pay for materials, they make two of the same item and one is for the school and the other for themselves. With small chil-

dren there is usually no charge for materials.

Don Charpiot of the Missouri School showed slides of pictures which his students had made using colored paper and stressing the use of scissors, thus giving the children another means of expression.

Arts and Crafts teachers should work with people in the community, such as museum people, artists, craftsmen, etc. Interest outside people in what you are doing. Have them come in and talk and work with your students. (Volunteers who work with the enrichment program at the Perkins School were in attendance.) Take samples of student work into the community for others to see.

Mrs. Nancy Greenebaum (BFA) discussed her work at the Boston Museum of Fine Arts, Children's Room. She emphasized the importance of the history of art. She works up units in such areas as sculpture in which children develop an art object in flat sculpture, frontal statue, sculpture in space and mobile; uses the gallery to show ancient art in each area; emphasizes art history, geography and religion. Stories such as "Gone is Gone" by Wanda Gag dramatize weight and balance in mobiles. Primitive art such as African masks can be studied as it correlates with history, geography and museum trips. Architecture and construction, mythology and fanciful stories can be used for stimulating art expression. Work art units around classroom instruction as much as possible.

The following is a copy of Mrs. Greenebaum's remarks:

A POSSIBLE APPROACH TO THE TEACHING OF ART

In the Children's Room the history and appreciation of art is combined with a correlated creative art period. This sort of a program enriches a child's appreciation of his total cultural heritage while making available interesting stimulation for his own creative efforts. Such a program would be a 'learning' and 'doing' experience for the blind child, and while certain limitations would be inherent in the program, the forays into new fields of knowledge would make it highly worthwhile.

As a sample program which might be converted into a unit for the sightless I will describe a unit on Sculpture which we have used in our program. We began by a discussion of the uses of bas-reliefs in early times; the Egyptians employed hieroglyphic inscriptions on tomb walls which were in the form of engraved and raised reliefs, and often tombs were decorated with bas-relief scenes from the lives of the Pharaohs. The Persians also celebrated the magnificence of their rulers

through wall sculpture. A lion attacking a bull from a staircase at Persepolis and the many fine wall sculptures of kings attest to this form of artistic production. The comparison of engraved and raised reliefs and of the Egyptian forms which are generally angular to the Persian ones which rely heavily on the curvilinear decorations alerted my youngsters to the wide variations possible within a restricted medium. After this exposure to the real thing, the children proceeded to make their own wall reliefs, and they were reminded that these creations should be of use or decorative value in their own home environments.

The second week was devoted to the exploration of Frontal Sculpture. We discussed the Egyptian preference for frontal statuary which is probably due to the philosophical and religious demands of permanency. Sculpture was intended to be a permanent monument wherein the soul of a Pharaoh could reside in eternity; therefore it was imperative that these statues be made to last. Obviously they would be made out of the hardest stones with the minimum of extensions into space. These prerequisites encouraged frontal sculpture. In later periods, architectural requirements had much the same effect on sculpture. A piece which was designated to be used on the pediment of a Greek Temple or in the niche of a Christian Church would only be effectively viewed primarily from the front.

A movie and examination of Rodin's sculpture served as stimulation to our discussion of Sculptures in Space. This sculpture should exist in an open setting where it can be seen from all sides. Our project for the week was to "think around" a piece of sculpture by making drawings of four views of it. This particular program would have to be revised if used in dealing with the visually impaired child, and the "thinking around" an object would be transferred to a tactile experience.

As a final project in our study of sculpture, we worked with mobiles, a form of sculpture which can change its own position in space as well as being viewed from many different angles. I used a children's story, *Gone is Gone*, by Wanda Gag as an introduction to the unit. In this story a man and a cow are suspended at either end of a rope; the children enjoyed the story as well as learning the principle of weight-balance from it. We also examined some Calder mobiles and a stabile which was more easily inspected since it was at their eye level. The children saw how parts were suspended, how movement and balance were achieved.

Perhaps these lessons sound too advanced for the sightless child. However, I work with children in the six-to-twelve age range and have discovered that even the youngest are quite apt students when a subject is explained with a courtesy to their comprehension vocabulary. It requires a simplicity of speaking style, a willingness to explain at length and a clarity of purpose to bring these subjects to them in such a way as to stimulate their imagination and rivet their interests. But this is both a delightful challenge and a genuinely rewarding experience.

In order to make such a program available to the visually handicapped, it would be necessary either to work in close cooperation with a local museum or to have a fairly extensive tactile museum collection available in the school. However, even with limited re-

sources and imagination, a great deal could be accomplished. Some other possible applications of the program would include a study of architecture working from home-made models, a study of collages and perhaps a study of puppetry.

No matter what subjects are chosen for study, the truly exciting aspect of this approach is the establishment of an academic background, and the resultant comprehension of the historical and artistic concepts which enrich the creative process.

Recommendations:

Arts, Crafts and Homemaking require creative resourceful teaching. Equipment and training are less important. Special equipment limits the child and is expensive. Braille labels save the teacher time. Ordinary equipment used in special ways produce creative, competent students.

Textbook use should be secondary to experiencing and doing in homemaking and related arts and crafts lessons.

Recommended supplementary materials to be brailled and/or printed in large type include:

Betty Crocker Cook Book

Knitting instructions for simple stylish items

Co-Ed Magazine

Large numbers of ideas of materials, resources, projects, techniques, equipment and projects were demonstrated, shown and described to those in attendance. Detailed information on some of these items will be included in newsletters during the interim between conventions. A list of books included in an "Arts for and by the Blind" bibliography by the American Foundation for the Blind is also to be sent out in a future newsletter.

Newly elected officers to serve for the 1964-66 biennium:

Donald Charpiot, Chairman

Mrs. Arline Huckins, Co-Chairman

Mrs. Myrtle Oliver, Recorder and Newsletter Editor

Mrs. Helen A. White, Co-Recorder

Miss Eula Shults, Exhibit & Contest Chairman

INDUSTRIAL ARTS WORKSHOP

ROGER G. ANDERSON, *Chairman*

NORMAN REIMER, *Co-Chairman*

WILLIAM H. AMIRAUT, *Recorder*

The Industrial Arts Workshop opened with informal but informative introductions, with each participant explaining his background and program. We had a wide cross-section of interests and geographical locations including Canada and Nova Scotia. Wide variance in facilities and extent of industrial arts programs were noted, as well as differences in types of blind students being taught. It was decided that these differences must be kept in mind in the unfolding of the program of the workshop and in discussion of the curriculum areas.

Dr. John M. Hurley, Coordinator of Industrial Arts for the Public Schools of the City of New York, presented some of the important general principles of curriculum development. He ranged from the interpretation of goals and objectives for grade school through high school, and from city through state and national levels. He pointed out how students are often alienated by the rigidity of the curriculum and the inability of the teacher to be flexible and imaginative in the use of his subject matter. He showed how industrial arts could have the capacity to inspire the student by approaching him through the student's own interests. He also showed the tremendous implications of industrial arts to other curriculum areas such as math, science, economics, language arts, history and civics.

Much discussion ensued with Dr. Hurley and Mr. Arthur Voorhees, Program Specialist for the American Foundation for the Blind, serving as moderators and resource persons. Discussion centered itself around whether to pursue inquiry into curriculum development, including statements of philosophy, special implications for industrial arts programs in the social, psychological and physical development of the students, as opposed to curriculum development in more specific methods and technical areas of classroom and laboratory work. The consensus was that it would be more beneficial to those present to develop and refine their teaching techniques by exploring the

methods and special apparatus developed by the experienced teachers present.

Visitors to the workshop contributed greatly by bringing to our attention developments in apparatus, materials and programs. Mr. James Burton, the tangible apparatus representative of the American Printing House, showed a prototype of a braille drafting board just being developed which might enable a blind student to draw up plans using the special stylus and board to produce raised dots. This would have implications for many curriculum areas, but especially in industrial arts in project planning and design. Mr. Burton left his prototype for our evaluation and comments. It will be used by blind students in the shop programs at Perkins and the New York Institute.

Mr. Carl Lappin, textbook consultant for the Printing House, brought for our inspection, the two volume large-type edition of the new text, "Understanding America's Industries" by Gerbracht and Robinson. The text is available in braille and large type. Braille Ed. #6-4941, price \$18.25 (5 Vols). Large type #4-2665, price \$19.00 (2 Vols). Discussion took place on effective ways of using the new materials and there was agreement on the value of this new addition to industrial arts resource material.

Mr. Egbert N. Peeler, Superintendent of the State School for the Blind at Raleigh, North Carolina, presented a most interesting brochure delineating his school's proposed curriculum for industrial arts. He pointed out the need for more standardization of industrial arts for the blind in terms of the programs offered so that blind students at each grade level would be assured of experiencing approximately the same subject matter. Mr. Peeler made a plea for the constructive criticism of his program by the workshop members. He was assured of our cooperation.

The workshop proceeded to organize into interest groups reflecting the major industrial arts areas and discussion of problems

and their solutions followed. Each group reported the results of their meetings to the workshop, and the material compiled will be included in a bulletin to be developed in conjunction with other allied workshop groups.

Mr. Arthur Voorhees, who acted as moderator for our final meeting, introduced Mr. George A. Katz, Senior Counselor for New York City for the State Commission for the Blind, who gave an informative presentation on these traits which over the years have been important in the success or failure of a client's vocational placement.

1. Good work habits.
2. Promptness.
3. Basic manual operations which are applicable to various industrial jobs such as assembly, packing and simple machine operation.
4. Obtaining teachers' reports which show the potential of client and which would prove valuable to the VRS counselor if the case becomes active.
5. Good reaction to supervision by student.
6. Awareness of a teacher concerning any emotional problems in a student should be indicated.
7. The teacher should be aware of any family problems and should include these in his reports so that VRS may eventually have this information.
8. The teacher should notice any pattern of extensive absences as these may be indicative of more basic problems.
9. The teacher should try to improve the speed and quality of a student's work so that this may become habitual in any work he may pursue.
10. The teacher should try to determine real interests of students and these should be noted on his record.
11. The student should be taught to make a good adjustment to fellow trainees. This might not always be possible.
12. Improve student's functioning as a blind person in regard to his personal adjustment such as independence in traveling, dressing neatly, keeping good eating habits, etc.
13. Attempt to overcome any "blindisms" in the student.

14. Attempt to determine the actual functional use of client's vision rather than his visual acuity as indicated on the eye report.
15. Attempt to introduce the operation of modern equipment in the schools so that client may become familiar with it in view of increasing technological improvements.
16. Learning the basic use of hand tools.
17. Learning special skills relating to industrial work if client wishes any special talent in a good occupation.
18. Assist client in becoming familiar with the use of braille, tape recorders, typewriters, etc., so that he may function better in communication.

The industrial arts teachers present realized the implication of these traits to their own programs, and their opportunities and responsibilities for developing them in their students. So much discussion and enthusiasm was engendered, that the workshop instructed its officers to investigate the possibility of a joint program with the Guidance Workshop for the next convention meeting.

INDUSTRIAL ARTS CERTIFICATE WINNERS

(For the industrial arts project exhibit)

From the New York Institute for the Education of the Blind:

Liefur Magnusson
Kerry Wadman
Benny Asaro
Raymond Minoque
David Druce
Pat Acquaviva
Ray Heydet
Joe Judak
Craig Rich

From the Kansas School for the Blind:
Dennis Ransier
Lewis Sprowl
Donald Bosh
David Benbrook
Clay Sipes
Mike Rusk
Herbert Geisler

Newly elected officers to serve for the 1964-66 biennium:

Norman Reimer, Chairman
Isaac P. Clayton, Co-Chairman
Donald E. Harris, Recorder

LIBRARY SCIENCE WORKSHOP

MARILYN S. KUIPER, *Chairman*

ANNETTA R. CASTLE, *Co-Chairman*

JEANNE A. ORSZAG, *Recorder*

With seven librarians representing six schools, two regional librarians, and two representatives from the Library of Congress present, the library science workshop was able to discuss its many problems with vigor and purpose.

Mr. Charles Gallozzi from the Library of Congress explained the growing interest of the Library of Congress in placing depository collections wherever the books will be actively used. This service can and is being extended to schools as well. At times, books not ordinarily available through the Library of Congress but available from the American Printing House can also be included. The Library of Congress can also get books from Clovernook. Tapes are recommended as an excellent source for materials which, because of their high degree of specialization, will not be found in braille or talking-book form.

Mrs. Rudolph from Overbrook and Mr. Cooley from the Philadelphia Library for the Blind discussed the many ways in which regional and school librarians can cooperate to better serve the students and to prepare them for participation in their adult life.

Many librarians in schools for the blind are also responsible for museum activities. With this in mind, the workshop elected to attend a demonstration meeting of tactical models prepared by Mrs. Freund, Curator of the museum at the Overbrook School.

Considerable time was spent in discussing the report on Standards for School Library Programs for Visually-handicapped Children. The workshop members agreed with the committee that the standards established by the American Library Association are applicable to schools for the blind. A summary of the salient points of the standards adapted for use with the visually-handicapped is appended.

For the next biennium, members of the workshop will jointly compile a program

for formal library instruction. Mrs. Myrtis Jones will coordinate this project.

Standards for School Library Programs for Visually Handicapped Children

The AAIB Library Science Workshop of 1964 accepts the **Standards for School Library Programs** proposed by the American Library Association in 1960. In accepting these standards, it is important to draw particular attention to the fact that standards for school library service to all children necessarily includes services to visually handicapped children.

The following statements emphasize the media and services required in dealing with this specialized group.

Objectives

The library should be an integral and effective part of the total school program.

It should provide reading material in all media (print, large type, embossed type, disc recording and tape recording).

It should meet the needs of pupils by providing meaningful and current material to extend and enrich classroom experiences on all levels.

The library should meet the needs of the staff by providing advice and aid in the selection of materials to supplement the teaching program.

Materials and Funds

The library should be located centrally in the school plant.

Seating capacity equal to the total enrollment of all sections of the largest class in the school (at least 10% of the entire school enrollment) is recommended.

Adequate facilities for use of tape and record players and optical aids should be provided. Such equipment should be located in an area where its use will cause minimal distraction from other library activities.

Facilities should be provided for booths where volunteer readers can work with students.

A specified percentage of the school's book funds (both federal quota and school budget) should be allotted to the library. These funds are to be used for the purchase of student and professional material other than textbooks.

Staff

The educational and professional background of the school librarian should enable him to meet the minimal requirements for certification with the state in which the school is located.

The librarian is a full member of the faculty operating thru the library rather than a classroom. As such he is on a salary, work and vacation schedule equal to that of other teachers with comparable education, experience and responsibility.

The librarian should have at least sufficient knowledge of braille to enable him to read title pages and to make simple catalog entries.

One librarian for each 200 students or fraction thereof.

One clerk for each 300 students or fraction thereof. The clerk should be a quick, accurate typist and brailist.

Services

Librarian and classroom teacher work jointly to present a program of library in-

struction. Each child, whether partially sighted or blind, is given the techniques which will enable him to effectively use any library during his future life.

Reference services are provided for both student and staff. In cases where adequate information is not available through the school library, the librarian should arrange for inter-library loans from public or state libraries or from the regional library for the blind.

The librarian should stimulate and guide pupils on an individual basis.

Pupils should have free access to the entire collection.

Book selection is a joint responsibility. Teachers, pupils and administrators should submit suggestions for new acquisitions to the librarian.

Librarian should act as liaison between the school and volunteer transcribing organizations.

Library hours should be extended beyond regular classroom hours. Adequate professional personnel should be available to staff the library at all times. This should be taken into account when scheduling library duties.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Myrtis Jones, Chairman
Carl Oldsen, Co-Chairman
Samuel J. DePiero, Recorder

MUSIC WORKSHOP

MISS ELEANOR THAYER, *Chairman*
MISS HARRIET MINOR, *Co-Chairman*
MRS. MURIEL K. MOONEY, *Recorder*

Miss Eleanor Thayer, Chairman, opened the first workshop session by describing the part of the music teacher in the convention theme: "Our Challenge — Equal Opportunity." The fifty members attending the Workshop identified themselves and Miss Thayer introduced Mrs. Harriet Minor of the Indiana School who is acting as co-chairman in the place of Mrs. Dorothy Goodenough of the Texas school, who was unable to attend.

Representatives of the regional divisions presented reports of activities within their areas. The Eastern division was represented by Miss Joan Cimino who told of the music festival at the Overbrook School. Mrs. Minor, of the Central division, reported on a highly successful music workshop held at the Indiana school. Mr. James Grupp told of the tri-state festival held in the North Central area. The Mid-Atlantic division was not represented. Other reports

were given by Mr. Sykes of the South Central Division, Mrs. Sylvia Howell of the Southwestern division, and Miss Nadyne Lessard of the Western division.

A discussion of regional groupings suggested that districts are probably as well fixed as possible and each group must adjust to its particular problems. It was suggested that a recommendation go to the Board of Directors that it be made possible for all the schools within a regional grouping of the Music Workshop to attend the festivals held in that area even if with only a small group of students.

Mrs. LaDonna Toth, chairman of a committee on materials and methods for accordion and Hammond organ appointed by the Midwest clinic, presented a summarization of the better methods for their instruments. These materials were on display for the members of the workshop.

Miss Thayer read a letter from Miss Janice Brown of the Indiana school concerning an elementary song book, *Singing With Children*. The book is written by Nye and is published by the Wadsworth Publishing Company.

The workshop heard a letter from Mr. Maurice Olsen, Executive Secretary of the AAIB. Mr. Herbert Smith, President of Ways and Means for the Blind, Inc., has sent a contribution to be used for prizes for a specific competition, the best original song or piece of music written by a blind student in a residential school for the blind or a public day school program. This will be considered by incoming officers as a project for the 1964-66 biennium.

Mr. Carl W. Lappin, attending as Textbook Consultant for the APH, asked for material that has been hand-transcribed to be duplicated by Thermoform process.

Mr. Bauguss of the Perkins School for the Blind answered questions from the workshop concerning the tape competition, its judging, and the categorizing of the tapes. These factors might determine the future of such tape competitions and will be discussed at a later session.

The recorder read a letter from Mr. Kenneth Heim reporting on his thesis, "Musical Aptitude of Senior High School Students in Residential Schools for the Blind as Measured by the Wing Standard-

ized Tests of Musical Intelligence." The research implied the need for greater familiarity with good music, both in performing and listening.

A nominating committee for officers and regional representatives for the 1964-1966 biennium was selected from the floor. This committee was composed of Mr. Stromsten of the New York Institute for the Education of the Blind, Mr. Grupp of the Iowa Braille and Sight Saving School, and Miss Cimino of the Western Pennsylvania School for the Blind.

Winners of the Tape Competition were announced as follows:

First prize to Janie Cummings, 16 years old, 9 years of piano study at the Texas School for the Blind, Austin, Texas.

Second prize to Jacob A. Spell, 18 years old, 9 years of study at the North Carolina School for the Blind, Raleigh, North Carolina.

Third prize to Judith Walker, 18 years old, 11 years of study at the Washington State School for the Blind, Vancouver, Washington.

Honorable mention to Roger B. Chard of the Michigan School for the Blind, Peggy Eason of the New York Institute for the Education of the Blind, and Carol Ann King of the Oklahoma School for the Blind, Muskogee, Oklahoma.

Miss Risch of Kentucky asked for discussion by the workshop of the brailleing of the accompaniment editions of the elementary song books. Mr. Lappin suggested Thermoform of hand printed copies of teacher editions. He also spoke of difficulties in getting publisher permission for large type editions.

Miss Thayer presented material sent by Mrs. Gene Marchi, Executive Director of National Aid to Visually Handicapped. This and other material was on display for members of the workshop. The chairman urged the immediate display of materials brought by the members of the workshop in hopes of having them put into braille.

The combined meeting of music and mobility is an innovation in the workshop meetings. Seventy people were present.

Miss Waddell of Perkins represented the physical education group and Mary Davis, North Carolina, represented the music workshop.

Miss Davis spoke of mobility in the field of music, in performance and in the classroom. From the mobility field, Mrs. Katherine Reilly of Perkins spoke about aspects of mobility. In addition to the obvious entrances and exits, she emphasized the psychological tensions caused by lack of understanding of bodily movement and its implications on performance. Particularly in the case of the congenitally blind child, it is important to develop movement that communicates the personality of the child to those about him.

Miss Jean Birkicht of the Perkins Physical Education Department spoke on music as used by the physical education program. Often movement in a blind child is neglected because of the nature of his handicap. Specific movement in activities strengthen him and help in development of the total child. The child is taught clues for spatial relationships. Music is important indirectly because it induces relaxation, directly in the field of folk dancing and more complexly and creatively as in the field of the modern dance.

Miss Anne Borders of the Perkins Physical Education Department directed a demonstration of music as employed in activities of physical education. Basic locomotive activities of walking, hopping, and jumping were used while employing good posture. Getting more complicated, there were circle games with a variety of movements. Miss Borders continued with rhythmic activities by means of rhythm instruments.

Folk dancing makes use of even more complicated movement, rhythms and directions. Body awareness and space concept were demonstrated in a complex folk dance.

This session proved not only effective in educating but proved its point in relaxation and sociability.

The third workshop session with forty-five members present included a panel of: Miss Marjorie Hooper, American Printing House for the Blind; Mr. Charles Gallozzi, Library of Congress; Miss Sophis Beryk, Library of Congress; Carl Lappin, Textbook Consultant for the American Printing

House for the Blind; Mr. Harry Friedman of the Howe Press; with Mr. Paul Bauguss of the Perkins School as chairman.

Miss Hooper outlined the present situation at the APH. The music list compiled by the Mid-West clinic is not completed. Textbook stock has been increased by \$300,000 so other work may now begin. As the Mid-West list represents two years' work, it would be well to assign priorities to numbers in the list before work begins.

Mr. Lappin told of some of the new titles now available: Universal Song Books One and Two, Erwin's Hammond Organ Stops, and 24 piano titles, with the Belwin Band Builders — Parts 1, 2, and 3 planned with availability scheduled for school opening this year. It has been very difficult to get permissions on many of the numbers requested.

Mr. Gallozzi spoke of the facilities of the music section of the Library of Congress. The library is now adding music done by foreign presses and should eventually have a complete collection from all possible sources. Music is sent on loan only but this can be a fairly long term loan.

There is at the present time no manual that tells us completely how to transcribe all types of music. The Library of Congress is now working on a manual which would be of help to those already in the field and would be valuable in training sighted volunteers to transcribe braille music.

Mr. Bauguss spoke on music selection, urging great selectivity as to calibre of music and expressions of need. Keeping this in mind we should freely use the facilities of the braille presses. The Thermoform process can now be used for less permanent additions to the library.

Question: Why is choral music still done in full score rather than solo form? There is no APH policy on this. No new choral music has been done recently and no request has been made for a change in form. A written resolution from the group would change the practice.

Question: Is there a policy about inclusion of accompaniment in choral work? The APH has always included the accompaniment on their own plates. The Howe Press omits the accompaniment because of the high cost and low demand.

Many teachers do not realize there are workshop representatives prepared to accept and process requests for new music. This information should receive more publicity. At regional meetings, teachers should submit music to the regional chairmen who in turn send it to the national chairman. During the interim between conventions, teachers are to make their requests through these people only.

Mr. Harry Friedman stressed that there must be a real need for the music requested plus a willingness to pay for it. The press is willing to do the work if the user is willing to pay for it.

Dr. Thompson, speaking from the administrator's viewpoint, noted the differences in opinion within the workshop on forms of transcription and the serious lack of transcribers. This sort of difficulty results in a dearth of material available to music staffs. He felt that some subsidy money should be used to train music transcribers.

Mr. Chard suggested that prison inmates are successfully working at this sort of thing in the state of Michigan.

Some questions were discussed without adequate solution: Who is going to proof-read volunteer-produced music? What can we do to ease the shortage of transcribers? Would a course in music transcribing be of any use?

Mr. Gallozzi said that in his opinion the Library of Congress would certify braille music transcribers. He added that recruiting and training are the real problems.

The workshop group was urged to fully use the facilities available in order to justify the high costs of transcription.

Mr. Bauguss opened the fourth workshop session with a discussion of the tape competition. Five members of the Perkins music staff took over the task of judging because of difficulties in getting outside musicians at this time. Factors considered in judging were interpretation, style, music performed, technical proficiency and overall musical effect. They heard every entry. Mr. Bauguss noted that if this competition is repeated there should be a clearer definition of rules, more money set aside for prizes, and a defining of variables of the tape itself. Many have felt that the competition should

be categorized. We should also consider if competition is a healthy thing for a convention situation.

The workshop enjoyed a playing of the winning and honorable mention tapes. The high quality of music and standard of proficiency speak well for the music education in our schools.

Mr. John L. Morse, psychologist in the Psychology and Guidance Department of Perkins, came at our request to answer questions from the workshop.

Question: What is the music teacher's responsibility in guidance? There should be many considerations — ability musically and academically, personality, and the important problems of placement. Each blind person entering college or considering a vocational field has an additional responsibility to those students who in the future might want to enter the college or vocation. The student must be aware of the responsibility.

Question: How far should we drive our students? One should consider the end purpose of music in the student's life. A child should be pushed as much as possible in any field of endeavor. Testing may assist in these decisions.

Miss Margaret Butow of the Hadley School described a class now being prepared in music braille for blind adults. The school requires a knowledge of the background of the student. The textbook to be used is the *Braille Primer of Music* by Edward Jenkins. Explanations of lessons are to be recorded. This course will be particularly valuable for blind adults or students in integrated schools who do not have access to a braille teacher.

The following is a copy of Miss Butow's paper:

LEARNING BRAILLE MUSIC NOTATION THROUGH HOME STUDY

by MARGARET BUTOW

Assistant to the Director

The Hadley School for the Blind
Winnetka, Illinois 60093

The Hadley School for the Blind is preparing a home study course to teach braille music notation. In order to take the course, the student must have a

good knowledge of braille and send us a sample of his braille writing copied from our catalog so we can ascertain how well he can copy braille. The student must also tell us about his background in music.

We are using as a basic textbook, **PRIMER OF BRAILLE MUSIC**, by Edward W. Jenkins, Revised Edition, 1960. As you may know, this Primer has 30 progressive lessons in braille music notation. There are 24 lessons on piano music, one lesson on vocal music, one on organ and one on stringed instruments. Three lessons and Appendix A describe various ways in which braille music is set up on a page.

We are about to start recording on tape "explanations" of each lesson. Miss Natalie Miller, a music teacher in Evanston, Illinois, and I have worked out these "explanations," and we have had comments and suggestions from Mr. Jenkins for teaching content, and the material has been proofread by Richard Kinney, Associate Director of the Hadley School, to be sure that correct grammar was used.

The material covers all note values, hand signs, double bar and repeat signs, intervals — reading up in both hands, and reading down in the right hand and up in the left hand — grouping of notes, slurr and tie, in-accord signs, word signs and abbreviations, expression marks, doubling of signs, moving notes, fractioning and tremolo, and musical ornaments. In Lesson 24, miscellaneous signs are discussed. Lesson 27 deals with bar over bar, Lesson 28 deals with line over line, and lesson 29 deals with section by section or paragraph style. Appendix A discusses the bar by bar method.

When we ask the student to write out the exercises in braille, we want him to copy in literary braille every sign found in the exercises in the lesson. For example, he sees dots 1, 4, 5, 6, C a quarter, he should write out "C a quarter."

We hope that this course will be valuable for blind adults who do not have access to a home teacher and for blind children in integrated schools

who have a music teacher not familiar with braille music notation. So far we have had 12 requests for the course.

We hope to start recording the material that will supplement the lessons in the Primer in July. With luck, we should have it ready for students within six months.

At the opening of the fifth workshop session Mr. Cyrus Todd described the Tacticom, a device of communication which could be applied to music for the blind. This device utilizes the sense of touch by means of electrodes or vibrators and stores bits of information coded to represent music or words. The primary advantage is the simple mode of presentation. The speed of learning can be regulated. This unit is inexpensive to make and the tapes would be easy to store.

Miss Bevans introduced Mr. Arthur Flaggler Fultz, speaker for the afternoon session. Mr. Fultz is a pioneer in the field of music therapy. At present he is the Director of Counselling Services at the Huntington Avenue Branch of the Boston YMCA. He is a consultant in music therapy at the McLean Hospital, Belmont, Massachusetts, and at the Boston State Hospital, Dorchester, Massachusetts.

Mr. Fultz first discussed the basic principles of therapy. An educator changes a student by information and skills. A therapist changes the outlook, self-image, or concepts. A therapist is much more concerned with personality. Because of this, a therapist is interested in music as a means of changing personality. This must be done in a scientific way and the criterion for scientific effort is that the events produced must be observable, measured, predictable, and controllable.

The speaker's definition of music is any tonal rhythmic pattern that can be used to convey information. The person influenced can be either the sender or receiver of the information.

The workshop group assisted Mr. Fultz in a demonstration of use of the hand bells in work with a group. He then showed a film of a group of emotionally disturbed children working as a group by means of hand bells.

The music workshop group appreciated and enjoyed the thought-provoking lecture.

The following is a copy of the paper given by Mr. Fultz:

SOME THEORETICAL AND PRACTICAL CONSIDERATIONS, AND TYPICAL ACTIVITIES IN MUSIC THERAPY

By Arthur Flagler Fultz, RMT

Music Therapy Consultant
80 Auburn St.
Auburndale 66, Massachusetts

Some Theoretical Considerations

Music Therapy holds personal and social change as the basis of all its operations. The material with which it works is the musical experience of the student. The extent to which students can and will change governs the nature of the specific activities which Music Therapy may introduce, and the relation of these activities to the overall school life of students and their social interaction in the community at large.

Music Therapy invokes the learning process as its essential tool for change. It contrasts permanent vs. temporary learning; deep personal change vs. musical activities oriented toward diversion only. It shows faith in man's ability to change by counteracting ideas such as the one that says on the one hand, "Change can happen in one easy lesson," or, at the other extreme, "It is hopeless; it is useless to try; nothing ever happens anyway!" A music therapist fosters a realistic perspective in the student about change by organizing step-wise objectives leading to ultimate goals; he sustains the student's motivation when progress is slow and ambiguous by identifying the student's goals for him and keeping them clearly before him. Music Therapy situations are designed to reinforce participant attitudes, clarify value-systems, deepen personal awareness, and broaden social perception.

A music therapist needs to be able to recognize and to classify the stage of the student's progress in the change sequence in order to offer appropriate help. We expect this progress to follow a series of change phases, or relative states in a system, although they may not occur separately, or always in the same order. Theoretically, the student begins with an awareness of a problem or a felt need to be different, a desire to change, and a feeling that he must have outside help to succeed in doing so. He then may try to establish

a working relationship with a therapist, which, in the operations of Music Therapy, seems to produce best results when this relation is carefully structured with mutual expectations, roles, and limits understood and accepted by both parties. The next period is one of working through problems and need satisfactions, and involves three aspects which usually include diagnostic procedures, planning of action, and actually initiating behavior changes with the help and the support of the therapist. During the final stages of the relationship, efforts are made to insure the student's consolidation of his experienced gains, to facilitate the transfer of newly acquired techniques to areas of normal living, and to achieve a mutually satisfactory terminal relationship.

A music therapist works to attain one or more of the following four general change goals by his operations:

(a) To **interfere** with students' avoidant, inadequate, and/or maladjustive behavior patterns through structuring of situations, controlling behavior by permissiveness instead of license, and improving rapport in the relationship and its dynamics.

(b) To induce students to **choose alternatives** for more efficient shared goal-striving. Musical problems are designed to help them identify their personal and social problems. Many sets of alternatives are presented in different ways to foster the notion of efficiency in problem-solving.

(c) To build a broad foundation of **transferable experience** with which the student can ultimately cope more realistically with the demands of his environment. Most change agents agree that the major proportion of the burden of change effort rests on the shoulders of the student. The whole school in which the therapy schedule is offered must, therefore, share in the creating of social situations in which maximum transfer of learning becomes appropriate and possible. This also implies constant intra-staff communication of a high order.

(d) To foster the student's **growth** through developmental changes, specifically along five dimensions: (1) gross differentiation; (2) integration of knowledge and skills; (3) precision; (4) use of abstraction, rules, principles, definitions, and generalization for better problem-solving; and (5) spontaneity vs. domination by the environment. These lines of change mark the growth of the individual through movement

from large, global meanings to ever more refined and explicit recognition of nice differences. They involve modification of the invariant perceiving done by the patient in the face of constantly shifting pattern and change in the environment.

Is Music Therapy ever the "method of choice?" Here are several factors which may justify assigning priority to Music Therapy over other available services as part of treatment design. At this point, however, the uniqueness of Music Therapy may be attributed in general:

(a) To the capacity of tonal-rhythmic patterning (the necessary and sufficient condition for music-making) to express otherwise unvoiceable feelings;

(b) To the capacity to use musical behavior to externalize one's deep feelings about his self-image, his basic anxiety, fears, emotional investments, etc.;

(c) To the universality of musical behavior as a communication system . . . universal, that is, not in terms of its musical form, but in terms of one's management of the sequences of pattern and change in making music to convey meaning;

(d) To the activation of the student's ability to apprehend and behave symbolically; (The prominent role of symbolism in auditory experience is especially significant.)

(e) To the close linkage between musical behavior and linguistic behavior, the one enabling the student to engage in the other more freely;

(f) To the facilitation of the student's growing ability to create and to control the beautiful in tone as he perceives it to be beautiful, to achieve peak experiences, to become a causal agent, a meaningful person, and an influential member of his world, to organize his behavior in terms of larger biosocial, cultural, and cosmic orders of interaction;

(g) To the meaningfulness of musical experience found only in its dynamic, inherently abstract expression of the same instinctual drives regardless of the performer's level of sophistication and cultural background;

(h) To the capacity of music to glorify, to celebrate, and to bestow especial stature upon some event, object, or idea, in ways possible only through its encoding processes; and

(i) To the accessibility of musical action *in situ* for the further study and understanding of the student. Dimensions of available stimulation in a natural physical environment while making music provide keys to the student's auditory perception. Here, contrasted with the stimuli of classical psychophysics which are applied to a passive subject-observer by an experimenter, the natural stimulus variables of pattern and change in music-making are obtained by a performing, active student-observer . . . even though the opportunities for the student to obtain such stimulation are provided by the music therapist.

SOME PRACTICAL CONSIDERATIONS

We hold a systematic notion of the values we try to establish for students in our Music Therapy situations, but it seems more to the point to enumerate some aspects of these situations to which the students themselves appear to attach value. The following is an abbreviated list of such aspects which stem from trying to answer the question: "What positive reinforcements or rewards do students expect to receive by engaging in various forms of musical behavior as they occur in different Music Therapy situations?"

In the Music Therapy situations we have designed we have observed that, once students have become established in this relationship, they more and more come to look for and to expect to find some, if not all of the following:

(a) Approval of fellow students.

(b) The privilege to occupy a recognized position in a well-ordered, goal-directed group — with a sense of belonging to it as valued member.

(c) Association with an understanding, trained music therapist.

(d) Participation in the joint results of group music-making.

(e) Satisfaction from becoming able to contribute to the group goals.

(f) Identification with an activity whose chief end is to create and to control the beautiful in tone as each member of the group perceives it.

(g) Occasional discoveries of new ways to handle personal and social problems.

(h) A chance to express unvoiceable emotions through nonverbal inflections of music.

(i) Opportunities to share this self-expression with others, both within the institutional setting and outside in normal performances in the community at large.

(j) An unfolding understanding that the fundamental usefulness of belonging to the Music Therapy group is, in a non-threatening workshop, to explore changes in attitudes, varied skills in social interaction, different levels of aspiration, freer spontaneity, and more enduring interpersonal relationships.

(k) Success in the substitution of realistic, honest behaviors for unreal, avoidant, and/or maladjustive behaviors.

SOME TYPICAL MUSIC THERAPY ACTIVITIES

The actual activities available under a serious Music Therapy program may be classified on four levels: (a) the individual level; (b) the group level; (c) the school level; and (d) the community, or societal-cultural level. Here are a few specific samples of operations conducted on these different levels:

1. Musical Activities on the Individual Level

- (a) Private practice with some supervision.
- (b) Goal-directed listening to music of various kinds, both serious and light.
- (c) Composing music — creative music of all kinds, both formal and informal.
- (d) Receiving instruction privately in vocal or instrumental music-making.

2. Musical Activities on the Group Level

- (a) Group, classroom, dormitory, sings.
- (b) Informal "jam" sessions, either in a dormitory or in the music room.
- (c) Club or Class meetings; e.g., Glee Club, Violin Class, Drum Corps, Handbell Ringers Club, Dance Combo, etc.
- (d) Preorchestra instrumental ensembles.
- (e) Rhythm Band.
- (f) Piano Class.

3. Musical Activities on the School Level

- (a) Choirs for religious services.

(b) Instrumental groups playing for dances or dinner music for dining halls.

(c) Festival groups to celebrate Christmas, Easter, Thanksgiving, Fourth of July, etc.

4. Musical Activities on the Community, or Societal-Cultural Level

- (a) Student musical groups performing for community organizations, such as churches, Women's Clubs, Lodges, etc., either for entertainment purposes, or in connection with public relations efforts for the school, or for the general development of public interest in education of visually handicapped children.
- (b) Student performances in other schools, or parts of the same school to encourage greater interest in Music Therapy and to induce other students to seek its help as part of their therapy schedule.
- (c) Taking groups of students to concerts in the community.

While the above list is far from exhaustive, it may suggest kinds of musical activity which we feel may rightly be included under the direction of the Music Therapy Department, or which may readily be developed upon request as part of its program.

SOME COMMENTS FOR DOCTORS AND EDUCATORS

Properly trained music therapists are able to use a system of observing and ranking student musical behavior which yields a "Validity Quotient" (group situations), or a quantitative profile (face to face situations with individual students), upon which their reporting to the source depends, as well as the cues by which they themselves construct revised operational designs for developing subsequent situations for the students.

The best results of efforts by Music Therapy staff members have been attained when they were guided by the prescriptions of doctors. Music Therapy is organized to serve, among other things, the following rehabilitative goals, which, of course, here are only illustrative of a much broader compendium:

(a) **To aid in diagnosis and treatment planning.** Music forms a natural and often a non-threatening setting for group work which gives a chance to estimate the student's performance level of behavior and his placement with reference to the group norms as they become established for the observed situation.

(b) **To establish and cultivate socialization.** Musical performance by students permits music therapists to work with factors which have become pathological in both the internal and external systems of the student's life-space. Musical activities can also serve to facilitate the early adaptation of students entering the school.

(c) **To promote self-confidence.** (1) A music therapist often can lead students into a sequence of "success experiences" which enable them to change their levels of aspiration. (2) By progressively structuring the musical problems along a gradient of increasing difficulty, he can challenge and motivate the student. (3) He can often interfere with his habitual pattern of failure-expectation. (4) He can encourage confidence in the methodology of achieving better consequences of his behavior through choosing new or different alternatives as they are arrayed in the musical situation.

(d) **To control hyperactivity.** Musical stimuli can be used experimentally to inhibit the hyperactive student's random responses to them. Predictable responses to definite musical stimuli according to predetermined patterns are often worked for.

(e) **To foster the development of skills.** Planned musical action will:

- (1) Facilitate relaxation
- (2) Improve breathing
- (3) Strengthen specific muscle groups
- (4) Encourage better posture
- (5) Improve coordination
- (6) Effect some increase in vital capacity
- (7) Remove frustrations due to inefficient physical mastery of the environment, thereby reducing internal dissonances in the student's emotional life.

(f) **To assist in the correction of speech impairment** (e.g., with aphasic students):

- (1) Music can be used as a stimulus to get a student to explore his environment, to identify objects and activi-

ties, and to prepare for communication.

- (2) Songs and descriptive story-telling at the piano or with records may be used to elicit speech.
- (3) The student may be encouraged to use hand-motions and descriptive gestures, and other pre-verbal and non-verbal devices of communication.

(g) **To speed up the transition from non-verbal to verbal codification systems** for communication through musical action. For students who are retarded, or who have not yet developed speech, music can be introduced to help them to learn to use certain concepts or ideas:

- (1) Time concepts: Fast, long, delaying, accelerating, slow, etc.
- (2) Motion concepts: Swinging, skipping, gliding, stamping, hopping, leaping.
- (3) Shape concepts: Round, triangular, linear, square, and combinations, etc.
- (4) Number concepts: using small drum, tapping devices, even hand-clapping.
- (5) Opposites: Loud-soft; slow-fast; light-heavy, etc.

These considerations, and those in the preceding sections of this paper, are based on the notion that the organism's behavior influences the music he can make. This orientation eventuates in quite different procedures and goals from those which proceed from an impressional orientation in which the guiding principle is that music influences behavior. In this frame of reference, a music therapist, guided by the expressional orientation offers the student multiple opportunities to change his behavior by setting up musical objectives which challenge him to try for such changes.

SOME SOURCES OF INFORMATION ABOUT MUSIC THERAPY

General Backgrounds.

- (a) Allport, F. W.: **Theories of Perception and the Concept of Structure.** N. Y., John Wiley & Sons, 1955.
- (b) Bach, George R.: **Intensive Group Psychotherapy.** N. Y., Ronald Press, 1954.
- (c) Blake, R. R., and G. V. Ramsey: **Perception: An Approach to Personality.** N. Y., Ronald Press, 1951.

- (d) Cartwright, D., and A. Zander: **Group Dynamics**. Evanston, Ill., Row, Peterson, and Co. (2nd Ed), 1960.
- (e) Hall, C., and G. Lindzey: **Theories of Personality**. N. Y., John Wiley & Sons, 1957.
- (f) Heider, Fritz: **Psychology of Interpersonal Relations**. John Wiley & Sons, 1958.
- (g) Hillman, James: **Emotion**. Evanston, Ill., Northwestern University Press, 1961.
- (h) Lippitt, R., J. Watson, and B. Westley: **The Dynamics of Planned Change**. N. Y., Harcourt, Brace and Co., 1953.
- (i) Parsons, T., and E. Shils: **Toward a General Theory of Action**. Cambridge, Mass., Harvard University Press, 1951.
- (j) Rotter, J. B.: **Social Learning and Clinical Psychology**. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1954.
- (k) Ruesch, J., and G. Bateson: **Communication**. N. Y., W. W. Norton, 1951.
- (l) Shannon, C., and W. Weaver: **The Mathematical Theory of Communication**. Urbana, Ill., University of Illinois Press, 1949.

Specific Sources.

- (a) Farnsworth, P. R.: **A Social Psychology of Music**. N. Y., Dryden Press, 1957.
- (b) Fultz, A. F.: **MOT HANDBOOK**, Auburndale, Mass., Musical Guidance, 1954.
- (c) National Association for Music Therapy: **THE BULLETIN** (11 volumes), to Dec. 1962.
- (d) NAMT Books of Proceedings: **Music Therapy — 1951-62**. 12 vols. Allen Press, Box 4, Lawrence, Kansas.
- (e) Schullian, D., and M. Schoen: **Music and Medicine**. N. Y., Shuman & Co., 1948.

Mr. Stromsten, chairman of the nominating committee presented the following slate for the 1964-66 biennium. The slate was accepted and unanimously approved.

REPORT OF THE NOMINATING COMMITTEE

National Officers:

Chairman — Mrs. Harriet Minor, Indiana School for the Blind
 Co-Chairman — Miss Constance F. Hubley, Halifax School for the Blind
 Recorder — Allen E. Uhles, Colorado School for the Blind

Regional Chairmen:

Eastern — Miss Joan Cimino, Western Pa. School for the Blind
 Central — Mrs. Mary K. Warren, Ill. Braille and Sight Saving School
 North Central — Mr. Philip Tyrrell, Wisconsin School for the Visually Handicapped
 Southern — Miss Margaret Riegel, Tenn. School for the Blind
 Mid-Atlantic — Mrs. Howard C. Ingley, Georgia Academy for the Blind
 South Central — Miss Janet Clary, Kansas School for the Blind
 South Western — Mrs. Ronald Gardner, Colorado School for the Deaf and Blind
 Western — Mr. John di Francesco, California School for the Blind

After a brief discussion concerning the resolution on choral music transcription the subject was turned over to a committee composed of Mr. Chard, Mr. di Francesco, Mr. Jenkins and Miss Hoppe for further consideration.

The committee on the resolution concerning choral music transcription presented the following report: Be it resolved — That the Music Workshop of this convention go on record as asking that braille presses emboss choral music as follows: separate voice parts to be embossed in the solo style and bound separately; the braille of an open score format of the voice parts shall be bound separately; the piano and/or organ accompaniment shall be brailled and bound separately; that the embossing of hymns be excepted from the above description. Respectfully submitted, Ruth Hoppe, Janet Clary, John di Francesco, Jack Chard, Edward Jenkins, Chairman. Submitted June 25, 1964.

The report was accepted and passed.

Mr. Jenkins in a minority report offered the suggestion that accompaniments be brailled whenever possible and that small presses unable to conform to the resolution be accepted.

Mrs. Minor reported on the elementary textbook series. The Silver Burdett Series, **Music For Living**, has been chosen as the best series available. Some of the books have already been brailled on a voluntary basis. The group wishes to go on record as favoring the brailling of this series.

It was moved, seconded and passed that the new national chairman appoint a nominating committee for the 1964-1966 biennium.

During a discussion of the national newsletter, Mrs. Minor announced that she has asked James Grupp, Iowa Braille and Sight Saving School, to be editor for the newsletter. People having news to report should do so through Mr. Grupp.

The music workshop has been requested to formulate a music bibliography. Mrs. Minor asked Mrs. Dorothy Nolan, Kentucky; Mrs. Jean Sell, California; Eleanor Thayer, Perkins; Mary K. Warren, Illinois; Margaret Lindsay, Oklahoma, to serve on a committee to accomplish this.

During a discussion of the tapes played at the general sessions, it appeared that there was dissatisfaction about the use of the tapes. The use and attention given the tapes does not seem to warrant the teacher and student time given to their preparation. The group went on record as favoring tapes rather than live music for general sessions but with a strong recommendation that it be better recognized on the program.

Mr. Chard presented the following recommendation concerning the tape competi-

tion: Future music tape competitions shall award first and second prizes to the following divisions: vocal, keyboard, wind instruments, strings, and percussion. The workshop voted in favor of this recommendation. There is a minority who do not favor competition.

An announcement was made at Mr. Olsen's request that the MENC will hold national conventions in Louisville, Kentucky on March 10-13, 1965 and in Indianapolis, Indiana on March 19-22, 1965. Mr. Olsen proposes that the Schools for the Blind in these two cities host a Regional Meeting on one of these dates so teachers of the blind can benefit from MENC.

Mr. Chard presented the following proposal: The music workshop recommends that the AAIB sponsor a national summer music program in one of the residential schools. Such a program shall serve at least forty students, ninth grade and above. The purpose: to form a band which shall do concert and marching work. From this may be developed a chorus and other small ensemble groups. Length of program would be three to six weeks. Place: in an area where clinical facilities of a college or university are readily available. The recommendation was passed (14 in favor, 11 against, 9 abstained).

Mrs. Stella Jenkins presented a demonstration of techniques of teaching braille music reading.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Harriet Minor, Chairman
Miss Constance F. Hubley, Co-Chairman
Allen E. Uhles, Recorder
James Grupp, Newsletter Editor

ORIENTATION AND MOBILITY WORKSHOP

BEATRIX BAIRD, *Chairman*

HERBERT D. ANGUS, *Co-Chairman*

HERBERT D. ANGUS, *Recorder*

The thirty-eight persons in attendance at the Orientation and Mobility workshop were guided and stimulated by excellent resource people in a review of the past, a panorama of the present, and a peek at possible future directions.

The first three workshop sessions were chaired by Father Thomas J. Carroll, Director, Boston's Catholic Guild for all the Blind; Dr. John R. Eichorn, Coordinator of the Peripatology Program at Boston College; and Dr. Donald Blasch, Director of the Center for Orientation and Mobility of the Blind, Western Michigan University. These three men discussed the beginning of organized cane travel at Valley Forge Army Hospital and revealed the tremendous progress which has taken place since 1942. There has been and continues to be increased emphasis on sensory training and utilization of the whole environment for good orientation and mobility.

We are not doing enough in helping younger children to develop good orientation and mobility skills. Perhaps they should be taught to use a cane "of sorts" as an antenna for exploring their environment. There is no accurate way of predicting the degree of success a blind child will experience in cane travel.

Dr. Blasch and Dr. Eichorn explained and compared the training programs in Orientation and Mobility at Boston College and at Western Michigan University. The two programs are very similar in course content but have variations in course titles, terminology, etc. Approximately seventy students have already been graduated from the two schools since the Vocational Rehabilitation Administration started the programs several years ago. A recent meeting of graduates from both schools was held in Washington, D. C., for the purpose of evaluating and improving present practices and standards.

Getting certain school personnel involved in an Orientation and Mobility Program has been and still is a problem. The spe-

cialist is responsible for directing the program and should provide in-service training for those working with blind children. Additional possibilities are: (1) Include Orientation and Mobility in teacher training courses, (2) Break down resistance among teachers by holding pre-school workshops, (3) Help teachers overcome their fear of the unknown by using a blind child in demonstrating capabilities rather than limitations.

The fourth workshop session was a joint session with the Principals Workshop. C. Warren Bledsoe, Assistant Chief, Services for the Blind, Vocational Rehabilitation Administration, was chairman. Mr. Bledsoe lead the discussion which concerned the parent's position in the matter of Orientation and Mobility. In helping the parent we must remember that he is a person with status and must be dealt with accordingly. We must examine our attitudes toward people. There must be respect for the parent. We must also teach parents of blind children to respect and trust professional persons. The use of a good disposition and good common sense goes a long way in dealing with parents. Teach parents of the validated systems of Orientation and Mobility and of the sound educational practices now being used with blind children. The deadly serious approach is not the best way of dealing with parents. Administrators must have common grounds with parents.

Mr. Bledsoe concluded the session by emphasizing the importance of an excellent staff in work for the blind. "People are the environment of blind people and there is no substitute for an adequate staff as opposed to fine architecture."

At the fifth workshop session, Mr. Robert Cholette and Mrs. Katherine Reilly lead the discussion in which they proposed the formation of a professional organization of Peripatologists and Orientation and Mobility Specialists. Several reasons were given for such an organization. It could: (1)

More adequately meet certain needs, (2) Improve relationships with administrators, (3) Better relate with other professions serving the blind, (4) Develop a common terminology, (5) Provide consultation services, (6) Preserve and improve standards, (7) Engage in research, (8) Avoid repetition and duplication of effort, (9) Influence curriculum content at college level, and (10) Influence employers. Much discussion followed this proposal but no action was taken concerning it.

Mr. J. Bonner, Sales Executive, Ultra Electronics, Ltd., London, England, was guest at the sixth workshop session and demonstrated an electronic travel aid for blind persons. This device is called the "Ultra Sonic Aid for the Blind." The aid

consists of a transistorized transmitter-receiver which operates with a hand-held "torch," emitting an ultra-sonic beam of energy, whose frequency varies with time. This aid is now selling for approximately three hundred dollars and many orders have been placed with Mr. Bonner's company. It is still being evaluated. When and if it goes into mass production, it will possibly sell for a little less than one hundred dollars.

Newly elected officers to serve for the 1964-66 biennium:

Dr. Donald Blasch, Chairman

Dr. John R. Eichorn, Co-Chairman

Mrs. Katherine Reilly, Recorder

PHYSICAL EDUCATION WORKSHOP

CAROL WADELL, *Chairman*

DR. CHARLES BUELL, *Co-Chairman*

CAUDE ELLIS, *Recorder*

One of the major concerns of the physical education workshop was to prepare a "related bibliography of physical education for blind children." Using an old bibliography which had been prepared by Joan Brunger and Dr. Charles Buell, the members of the workshop prepared a new one by adding recent articles, books, pamphlets, etc., and deleting others that were either out of date or that were considered not to be suitable for some other reason. It was decided to have the bibliography mimeographed and sent to schools for the blind throughout the United States and to have copies available upon request from AAIB headquarters.

One of the activities popular in many schools for the blind but still "outlawed" in others is rebound tumbling or "trampolining." Two devices were described by Perkins representatives which assist in the orientation of the person on the trampoline. One is that holiday bells can be tied with a string or shoe lace to the center of the under side of the bed. The trampolinist can thus find the center of the bed unaided during his first few warmup bounces. The other orientation device is the use of a metronome at one end of the trampoline.

The jumper faces the noise and doesn't have to be constantly reminded about his direction. At Perkins, where metronomes are used for basketball, the trampolinist simply switches on the electrical basketball sounder and uses it for a guide.

Since many schools for the blind still do not use any sounding device as a guide for basketball shooting, Perkins representatives described their system. Originally (about six years ago), a mechanical metronome encased in a wooden box was placed on the top of each backboard. Students operated the metronome by walking up to the running track which is in the gymnasium and winding the metronome. Later an electrical model was tried, and finally a model was invented by Mr. Claude MacIntyre, Head of the Maintenance Department at Perkins. This model was placed behind the backboard at rim level and a 3" diameter hole was cut in the backboard just above the rim to allow the sound to move toward the shooter. This model was observed by the members of the workshop. It also has been studied by Mr. James Burton, who is in charge of tangible apparatus at the American Printing House for the Blind in Louisville. Mr. Burton, at that time (about

two years ago), was enthusiastic about the idea and thought that the Printing House would be able to produce a model which might be made available to the public. The ones in use in the Perkins gymnasium continue to work satisfactorily after about three years of use. The Printing House has not as yet developed a model for the public. Bob Mealey of the Washington State School for the Blind described a system which they have devised to assist in foul shooting. When a player steps on a board at the foul line a buzzer is activated on the backboard, and foul shooting is made much easier for the totally blind player. At Perkins, for the benefit of the partially-sighted player, an orange 3" border is painted on the backboard and a 10" diameter orange circle is painted on the backboard several inches above the basket as a "target."

The second workshop session was a joint meeting with music and mobility members attending. The co-chairmen were Miss Wadell of the physical educators and Miss Thayer of the musicians. The first speaker was Miss N. Davis, a member of the Music Department of the North Carolina School for the Blind. Miss Davis pointed out the plight of blind musicians in appearing "on stage" and emphasized that first impressions received by audiences are lasting impressions. She said that through the combined efforts of the physical education teacher and the mobility teacher the ease with which a blind musician maneuvers on the stage might be greatly increased. Mrs. Catherine Reilly of the Perkins' mobility staff spoke next. After giving a broad definition of mobility, Mrs. Reilly pointed out that it was our responsibility to enable the blind child to become comfortable in moving. She related this statement to performance of blind musicians "on stage" and briefly described techniques for simple stage maneuvering. She urged that teachers of music should "analyze the manner of the performance" and try to instruct the student to maneuver in a fashion similar to the way sighted people do. Miss Jean Birkicht of the Perkins physical education staff spoke next and stressed the importance of integrating the physical education programs with other programs. The final speaker was Miss Ann Borders, another member of the Perkins physical education staff. She conducted a demonstration of rhythmical movements using blind and blindfolded members of the workshops as

students. Miss Borders and her "students" demonstrated how, assisted by the use of music, we can help to teach mobility through physical education activities.

Two years ago at Miami the Physical Education Workshop (nine teachers) discussed the advisability of adapting a physical fitness test for use with visually handicapped children. The problem was tabled for further study at that time.

Early in 1964, Dr. Charles Buell used the questionnaire method to learn the feeling of many more physical educators concerning the adapting of a fitness test. Eighteen replies favored modification, while only seven believed no modification was necessary.

Those who favored no modification were unable to offer any test that would be entirely fair to blind children. The Army or Navy test might be used for boys, but there is no provision for girls. Even in these tests, some of the events are not used for visually handicapped children. Some states, such as California, have fitness tests, but most of these must be modified to be fair to blind children and the averages apply only to one state. There are other tests that might not need modification, but they take much time or expense to administer and are not widely used.

It would appear that for the purpose of adapting a widely used fitness test for blind children there are two that should be considered. These are the AAU and AAHPER tests. Dr. Buell sent out questionnaires to physical educators to determine their preference. The replies indicated 16 preferred having both tests adapted, while 12 favored the AAHPER test and 7 voted for the AAU test. The same questionnaire asked teachers to select the basketball throw or the 12-inch softball throw for blind children. There were 15 votes for each event and 2 favored having both throws.

From the results of this questionnaire it would appear that both the AAU and AAHPER tests should be adapted. The teachers were evenly divided as to throwing the softball or basketball. Unfortunately, the question was not put as to whether throwing should be included. Dr. Buell and a number of other physical educators of blind children feel that throwing for a blind child is of little or no practical value. Even for children with normal vision it has been

found that the throwing test is the one most failed. For these reasons it is recommended that throwing be omitted from a physical fitness test program for blind children. It is thought, however, that an instructor should teach the fundamentals of throwing to blind boys and girls so that they will understand the act, but they should not spend too much time on it.

Adaptation of AAU Test

Physical educators of blind children generally agree that at least the dash in the AAU fitness test must be modified to be fair to visually handicapped boys and girls. Results of the 1962 AAIB survey indicate some modification of the broad jump scale, particularly for girls. Otherwise the required events need not be modified. For the sixth event, a totally blind boy or girl may choose push-ups or the continuous hike for distance which would be made with a partner who had some useful vision. Otherwise these events need no modification.

Written permission has been obtained from AAU Headquarters to award certificates to visually handicapped children, using the modifications compiled in place of the regular scales for the dash and the standing broad jump.

Some explanation of running for blind children should be made. If guide wires are available they should be used both for the dash and the walk and run. In the latter event a boy or girl would run back and forth the required distance. If guide wires are not available, a sighted student may run 10 or 15 yards in front of a totally blind runner blowing a whistle or shouting. The blind runner will follow the sound. In the walk run, a blind runner may grasp the hand or elbow of a sighted student. The partners then run the required distance.

Adaptation of the AAHPER Fitness Test

Two years ago the American Association of Instructors of the Blind sponsored a survey of physical fitness of 1,400 blind children. The survey, the largest of its kind, was organized by Charles Young of Texas. The contribution made by this study was to confirm information previously obtained from smaller studies. Blind boys and girls meet the norms for sighted children in sit-ups, pull-ups and squat-thrusts. Younger blind boys and blind girls of all ages fall a little below the regular norms in the stand-

ing broad jump. Although separate scales are not presented for the standing broad jump, it would be fair to add six inches to distances jumped by visually handicapped girls of all ages and for boys through age 11 or 12.

The norms for blind children in the dash and the distance running are much lower than those for sighted children. Also a distinction must be made between the norms for the totally blind and the partially seeing. Using results of the AAIB and several years of conducting a decathlon on the West Coast, scales were prepared for the 50 yard dash and the 600 yard run. Guide wires should be used where available. Otherwise, proceed in these events as suggested for the AAU test.

Experienced physical educators of the blind have known for a long time that throwing is a very weak event, particularly for the totally blind. If one wishes to use a throwing event, Buell's scales for the basketball throw are available. However, it would appear best to eliminate throwing as part of a fitness test for blind children.

Some experimentation with the shuttle run for blind children has been done. Instead of picking up blocks, the children were required to touch the ground. The portion of a field where the grass borders a blacktop drive may be used. A line is then drawn on the grass 30' from the black top. The teacher stands about 3' behind the line and shouts to give the runner direction. The teacher also tells the blind runner when to touch the ground and turn. The runner touches the ground and turns aided only by a call from another student at the other turning point. If guide wires are available, they may be used for the event. It is not clear yet whether the wires speed up the event. In any case, the difference is probably small.

A number of physical educators of the blind believe the shuttle run has certain advantages over throwing for blind children. First, more large muscle activity occurs. Second, this event is very good training in orientation.

The AAHPER Headquarters have given written permission to award certificates and chevrons to visually handicapped children using the adaptations mentioned here. To receive a merit rating, each event must be

passed at the 80th percentile or higher. To receive a standard rating, each event must be passed at the 50th percentile or higher.

An extensive survey of facilities for girls and programs for girls in schools for the blind was conducted two years ago by Carol Wadell of Perkins. Results of this study may be obtained from Miss Wadell, Perkins School for the Blind, Watertown, Massachusetts.

The following new National Track Records were accepted by the workshop:

1. 1963 Running High Jump, Kerry Benson, Mississippi, 5'4"
2. 1963 12 lb. Shot Put, John Watson, Texas, 49'9½"
3. 1964 One-step High Jump, Robert Casablanca, New York Institute, 5'3⅞"
4. 1964 Standing High Jump, Joe Machac, Texas, 5'3¼"
5. 1964 Standing Broad Jump, Bill Caballero, Louisiana, 10'6½"

Signed forms for these records are in the possession of Dr. Charles Buell, 2722 Derby Street, Berkeley, California.

It was also decided by the workshop members to include the 8 lb. shot put in national records.

Mr. Lappin of the American Printing House for the Blind visited one workshop session and informed the members that the "Boys' Book of Physical Fitness" and the "Girls' Book of Physical Fitness" by Vermes have been put into braille and large type and are now available. Prices are \$4.65 per copy of braille and \$4.75 per copy of large type.

A portion of the 5th workshop session was devoted to a study of the Perkins physical education facilities. Workshop members saw among other things: baseball diamonds — blacktop basepaths painted white with raised blacktop bases painted orange, standard softball-size field, grass infield, bleachers, description of rules; basketball-court — electrical sounder, orange target on backboard, description of rules; heavy apparatus; corrective apparatus; roller skating — specially made floor, sound system, shoe skates; candle pin bowling lanes — specially devised pinfall indicators;

swimming pool; indoor running track; and outdoor track facilities.

Womens Workshop Meeting

The areas discussed include play days, point systems, athletic associations, state gymnastic meets, class sizes and schedules.

It was felt that play days with surrounding schools add much to the program and that every possible effort should be made to include all schools in such a program. Some schools have a problem due to the fact that limits are put on the distance allowed for travel.

Point systems can be established for most any type of a program and can add much incentive to a program. Students can be given points for entering various activities, and for working toward different awards. Perkins has such a point system and would be happy to send information concerning this. If you are interested you may obtain information from: Miss Carol A. Wadell, Perkins School for the Blind, Watertown, Massachusetts.

Some states hold gymnastic meets for high school girls. For the past three years Perkins has entered students in this type of a meet and it has been proven most satisfactory.

"Values of Physical Fitness" Contest Winners

Junior High:

- 1st place — Stephen Welch, California
- 2nd place — Linda Lovett, Ontario
- 3rd place — Margaret Bracken, Illinois

Senior High:

- 1st place — Shep Shell, Ontario
- 2nd place — Patsy Davison, Illinois
- 3rd place — Donald Vogel, Illinois

Workshop Recommendations

1. If the Michigan Workshop for Physical Educators of the Blind is successful this summer, this workshop recommends that the AAIB should sponsor further training sessions looking into the possibility of securing federal funds to finance these sessions.
2. This workshop recommends that those schools that are constructing high jump pits strongly consider the use

of black top or concrete for the take-off area.

3. The trampoline is recommended as a valuable piece of apparatus to be used in physical education programs for the blind. Supervision from qualified staff members should be required.
4. A recommendation made two years ago is repeated because little or no action has yet been taken. The AAIB should encourage the American Printing House for the Blind to produce and offer for sale now a basketball goal-sounding device which has already been found to be practical and reasonable in cost. This device should be made available now rather than waiting for the development of an electronic audible ball. Even without an audible ball, a basketball goal locator has much value in aiding those without vision to toss a ball toward a basket more accurately. The sound of the ball bouncing on the backboard or rim or the lack of sound will give a player some direction, but a sound from a locator will increase his accuracy a great deal. It is not certain that a good audible electronic ball will ever become a reality.
5. The AAIB should encourage the American Printing House for the Blind or the Voit Rubber Company to manufacture a soccer ball with bells in it similar to the German ball. This should be offered for sale now and until a suitable electronic ball can be produced. A ball with bells in it is much better than a ball without them. Furthermore, it is uncertain as to when or whether an electronic ball of practical value can be developed. In the meantime, balls with bells in them can improve many games for children who have little or no vision. It is further recommended that these balls be bright orange in color so that they can be more readily seen by partially seeing players. In addition to the majority of teachers in this workshop, 23 of 30 physical educators of the blind agree with this point of view. A questionnaire circulated by Dr. Charles Buell early in 1964 gained this information. A letter is being sent to the Voit Rubber Com-
- pany by Carol Wadell requesting continued research.
6. It is recommended that physical fitness educators do not include throwing as an event in a physical fitness test for blind children. Children with no vision find this event particularly difficult and it has little practical value for them in adulthood. Furthermore, there is doubt as to whether the testing of throwing is an accurate measurement of fitness of children who have normal vision.
7. It is recommended that physical educators test their students at least once a year for physical fitness using adapted forms of either the AAU or AAHPER fitness tests or both. It is further recommended that students be given certificates or chevrons that can be ordered from AAU or AAHPER. Both associations have agreed to make certificates and chevrons available to blind children using adapted tests.
8. The Bulletin for Physical Educators of the Blind is a valuable publication and should continue to be made available in its present form by the editor, Dr. Charles Buell, 2722 Derby St., Berkeley, California. The editor is encouraged to seek funds from the Foundation for Junior Blind or other interested organizations. Items from the Bulletin that are of more general interest should be summarized and sent to the AAIB Office to be used in a combined newsletter of special subjects.
9. Play Days for girls should be established in sections where they are presently not functioning. It should be the responsibility of a school not presently participating to establish a play day and invite surrounding schools.
10. Class sizes should not exceed approximately fifteen students, and should be scheduled according to grades rather than the whole junior and senior high together, or grades one through three, etc.
11. Physical Education should be started at the first grade or kindergarten level rather than the intermediate or junior high level.

12. Competitive meets with other schools should be started in schools which now have no competition. Trends have changed and it is now felt that this is a desirable activity for girls as well as boys. Track is an activity that lends itself to competition between schools, and other types of competitions should be set up according to the programs of individual schools.
 13. It is recommended that the AAIB contact AAHPER regarding a meeting to be held at the National Convention of AAHPER to be held in Dallas in 1965. This meeting would include a film or a live presentation of some of the physical activities of blind children.
 14. It is recommended that physical educators for the blind make every effort to attend national and regional conventions of AAHPER.
- Newly elected officers to serve for the 1964-66 biennium:
- Robert Mealey, Chairman
 Dr. Charles Buell, Co-Chairman
 Miss Carol Wadell, Recorder

PIANO TECHNICIANS WORKSHOP

JESSE G. MANLEY, *Chairman*
 SIDNEY DURFEE, *Co-Chairman*
 LOREN A. PELKEY, *Recorder*

The 1964 Piano Technicians Workshop members unanimously accepted the final corrected reports submitted by the 1960 AAIB Convention Committee chairmen. The reports include: (1) "Outline of Course in Piano Technology," (2) "Aptitude Test for Prospective Students of Piano Technology," (3) "Standards for Housing and Equipping A Piano Technology Department," and (4) "Graduation Requirements in Piano Technology." These reports are respectfully submitted to the AAIB central office for printed and braille copies to be provided and mailed to all of the AAIB School Administrators, AAIB Instructors of Piano Technology, and other interested agencies. These accepted reports are the culmination of ideas and goals in an effort to upgrade and unify the teaching facilities and methods of Piano Technology in the teaching of the visually handicapped.

Mr. Frank Hansen, Steinert and Son Music Co. of Boston, lead a stimulating discussion on piano service and business trends. The Piano Technicians Workshop members also toured the Tuners Supply Co. of Boston under the direction and courtesy of

John Janigan. This educational experience provided much insight and knowledge into the manufacture and production of piano tools and equipment.

James Lee and Francis Brennan are appointed to edit a "Piano Technicians' Check List," which was formally submitted during this workshop session by S. W. McKinley and Jesse Manley. Mr. Lee and Mr. Brennan are to present the List for approval at the 1966 AAIB Convention.

New proposals for interim projects include the writing of simplified job procedure methods. This area has nothing available for instructor-pupil use at the present time. These reports will be presented during the 1966 Convention. Assignments for this project will be made by Joseph Klostermann, Workshop Co-Chairman.

Newly elected officers to serve for the 1964-66 biennium:

Loren A. Pelky, Chairman
 Joseph B. Klostermann, Co-Chairman
 Roger W. Helmlinger, Recorder

HOUSEPARENTS WORKSHOP (GRADE SCHOOL)

ESTHER PIERCE, *Chairman*
UNA BARLOW, *Co-Chairman*
ANNA JANE SMITH, *Recorder*

The workshop opened with an enrollment of 61 people from 14 states and Canada. The topics discussed were related to the theme of the convention, "Our Challenge — Equal Opportunity."

Dr. Everett Wilcox, Superintendent of the Illinois Braille and Sight Saving School, was the first speaker for the workshop. He spoke on the subject, "Valuable Courses for Houseparents." Dr. Wilcox placed special emphasis on Certification and In-Service Training in order to do our jobs better and to be able to contribute more efficiently in a society that is constantly changing. If it is impossible to go to college, several schools are offering correspondence courses to aid in reaching certification. It was suggested also that members of the workshop have the administrators of the particular schools set up conferences to further their training. In discussing the child with multiple handicaps, Dr. Wilcox pointed out the fact that we are going to be called on more and more to work with these children. It is important to work closely with the administration; conferences should be scheduled and held at regular intervals.

The Junior and Senior High School Houseparents were guests of the Grade School Workshop for the second session. The speaker was Mr. R. G. Umsted, Peripatology Student, Boston College. To summarize his report, "Basic Principles of Peripatology," Mr. Umsted pointed out the following:

The lack of mobility and orientation is a most severe handicap caused by blindness that can lead to harm to the students. Since mobility and orientation are not natural gifts, specialized training is necessary in helping the student become more independent.

Houseparents should be aware of correct methods of peripatology and make sure students continue to practice techniques taught them by their peripatology instructors. Mobility instructors of

necessity have to give their attention to the older students; this makes the houseparent's job even more important.

Demonstrations were given by Mr. Robert Richards of Boston College and Mr. Jerry Gorman, a graduate of the University of Indiana, on the following:

1. Cross body technique
2. Trailing
3. Retrieving of dropped objects
4. Human guide
5. The Hines break
6. Taking direction from a fixed object
7. Cane technique

A question and answer period was held on the topic being discussed. It was pointed out that houseparents should start mobility and orientation instructions as soon as students come into the cottage. This should be done on an individual basis with the person in charge being fully aware of individual differences in the students.

Mr. Umsted left this quotation with the group: "He who governs the blind leads the blind, he who leads the blind gives them vision."

Misses Barbara Keefe and Rosemary Shields, from the Center for Blind Children, Boston, Massachusetts, spoke at the third workshop session on the topic, "Child Care and Understanding the Blind Child."

The speakers emphasized the importance of understanding the total child in order to better accomplish the educational goals. The following things were pointed out in the discussion:

1. Have conferences with others working with students on particular problems.
2. Look for reasons for behavior.
3. Have a daily routine in your cottage.
4. Plan activities according to the individual child.

5. Plan a variety of activities.
6. Have an awareness of the child's total twenty-four hour day.
7. Make the child feel important by praising him for accomplishments or dress.
8. Keep a log or record on each child.
9. Inform persons relieving you of special behavior.
10. Celebrate children's birthdays and other occasions.

Houseparents play an important part in the lives of the students they work with; therefore it is important to establish a good working relationship with these students.

The Grade School Houseparents were guests of the Junior-Senior High Workshop for the fourth session. The speaker was Mr. John Belton, Psychologist of the Johnstone Training Center, Bordentown, N. J. Mr. Belton had to make his discussion short because of the time element involved. He made the following remarks on the subject, "Maturity."

1. It is important for houseparents to have a workable knowledge of childhood development in order to better understand the children with whom they work.
2. Houseparents should know about the early developments of the child's life.
3. Attention should be focused on the child as an individual and not as a group.
4. Recreation plays an important part in helping the child develop physically and mentally.
5. Students' records should be available to houseparents.
6. Houseparents should serve as living examples for their children.
7. All of these things play an important part in the lives of the children we work with. We are able to do a better job when we have an understanding of all the factors that have a bearing on the child's life.

Dr. Charles Buell, Recreational Director of the California School for the Blind, was the speaker for the fifth workshop session. He spoke on the subject, "Recreational Activities for Blind Children."

Two books that are beneficial to houseparents and others working with blind chil-

dren are: **Leisure Time Activities of Blind Children and Active Games for the Blind.** The latter was written by Dr. Buell and may be obtained for a small fee by writing to him at the California School for the Blind.

Dr. Buell explained the workings of the basketball goal sound locator and the audible ball (including the German Ball). He feels these objects are very vital in the recreational lives of blind children and should be made more available.

He suggested many different types of recreation to have with our children such as trips, games, hikes and contests of various types.

We might ask Girl and Boy Scout Organizations to help with some of the aspects of our recreational program; hiking was used as an example. The Scouts would be happy to have this as a project and it would also give the students an opportunity to get acquainted with other girls and boys.

Dr. Buell warned against playing one game too long. In most games interest tends to wear out soon, therefore, games should be changed after a period of time in order to hold the interest of the children.

The discussion was very helpful and will prove beneficial to all when applied to our individual situations.

Mr. Charles Weir, Dean of Houseparents, Michigan School for the Blind, Lansing, Michigan, spoke at our final workshop session. He spoke on the subject, "The Emotionally Disturbed Child."

The emotionally disturbed child is not new, there have always been emotionally disturbed children. These children need special attention. They should not be judged as deficient until they have been given every opportunity available.

Mr. Weir left us with the thought that maybe some child has found his place in life because some person had cared enough to help him grow. The houseparent is the key person in the "wheel."

RECOMMENDATIONS

The Grade School Houseparent workshop adopted the following recommendations:

1. The AAIB should ask the American Printing House for the Blind to offer

for sale as soon as practical, a reasonably-priced basketball goal locator which it has developed with the assistance of the Perkins School for the Blind. The device should be made available now rather than waiting for an electronic basketball to be developed. There are so many problems involved that this will take years, if it can ever be developed.

2. The AAIB should ask the American Printing House, the Voit Rubber Company of Los Angeles, California or any other interested manufacturer to make a soccer ball with bells in it and offer the ball at a reasonable price. The ball should be strong enough to withstand kicking and batting. We believe

the bell ball should be offered for sale now, and until an electronic ball can be developed. (Both above recommendations made by Dr. Buell)

3. That more in-service training be set up in our local areas.
4. That we have more regional workshops during the summer of 1965.
5. That we have the names of the states we represent on our name plates hereafter.

Newly elected officers to serve for the 1964-66 biennium:

Sadie Bullen, Chairman
Opal Halbert, Co-Chairman
Mildred Willson, Recorder

HOUSEPARENTS WORKSHOP (JUNIOR AND SENIOR HIGH SCHOOL)

MRS. AMANDA GIBSON, *Chairman*

MRS. BESSIE MOORE, *Co-Chairman*

MR. E. MARTUCCI, *Recorder*

Our first speaker, Mr. Donald Moriarty, Child Guidance Specialist, Illinois Braille and Sight Saving School, felt that all children have problems and that a child in a residential school has an additional problem of being away from the love and care of his own family. Mr. Moriarty felt that it is imperative that houseparents show genuine interest and love for their children, trying to meet their needs and their individual problems. Mr. Moriarty spoke further about the developmental pattern of children, hostility feelings and feelings of inadequacy. The talk was followed by questions and round table discussion.

The second speaker, Mr. Archie Umsted, Peripatologist, spoke at length of the importance of travel training and that the training should begin at a very early age. He felt the greatest handicap of all was the loss of mobility. He demonstrated the Hoover Cane Technique, gave demonstrations in methods of protection, the aluminum cane and the Hines Break. This talk was followed by questions and round table discussion.

Two speakers at a combined meeting with the Multiple Handicapped Workshop de-

scribed their work, one at the Syracuse University Laboratory School for Multiple Handicapped Children and the other with the Los Angeles School District. Their remarks centered around the idea that, even multiple handicapped children can gain vicarious experiences, job opportunities and placements from a planned educational program. In their discussion they stressed equal opportunity for the multiple handicapped child. Their talks were followed by questions and round table discussion.

At the fourth Workshop meeting, our speaker, Mr. John Belton, Psychologist at the Johnstone Training Center in Bordentown, New Jersey, spoke about childhood development, childhood interaction and the physical, psychological aspects of a child's personality and his first seven years of life. Mr. Belton further discussed the importance of the houseparents in their relationship with the child, the importance of recreation, and the importance of long range planning and preparation for employment. He discussed the differences between a normal child and a special child, how the special child deviates and how, through psychological testing, childhood behavior

and maladjustment can be predicted. Questions and round table discussion followed.

Miss Althea Nichols, Supervisor of Instruction for the New Jersey Commission for the Blind, presented a paper which the membership found so informative and interesting that they voted to have it published in installments in the *Shoedwellers News*. Miss Nichols spoke of the problems of over-protection of the child, maternal over-protection and the ability of child workers to refrain from making premature judgments as to the personality and behavior development of the child. Miss Nichols felt that work with children should be approached cautiously and with a great deal of understanding. Questions and round table discussion followed.

The sixth workshop meeting included Edward T. Beitemann, M.S., Staff Psychiatrist, University of Nebraska College of Medicine, Omaha, Nebraska, as speaker.

Dr. Beitemann summarized the conference after going over all the notes with the Recorder. He spoke at length of the importance of the houseparent, the necessity of good working conditions and the desire of the houseparent to meet the individual needs of each child. Dr. Beitemann discussed child problems, growth and development patterns and spent considerable time answering questions. The talk was followed by a round table discussion.

RESOLUTIONS

We, the Houseparents Workshop (Junior and Senior High School) do hereby make the following Resolutions:

1. We would like to take this opportunity to express our sincere appreciation to Dr. Waterhouse and his staff for the many courtesies extended us during our stay at the Perkins School for the Blind.

2. We would like to take this opportunity to express our sincere appreciation to Mr. J. M. Woolly, President of AAIB, Mrs. Julia L. Hayes, AAIB Workshop Coordinator, and

Mr. Maurice Olsen, Executive Secretary of AAIB, for their aid, guidance and permission to hold Houseparent Workshops, which we believe to be a most important and indispensable ingredient in the education of the blind.

3. Be it resolved that the houseparent and the services of the houseparent, in the education of the blind, be brought to the attention of the Superintendents and Directors in schools and institutions for the blind. The child, in schools for the blind, spends as many hours with the houseparent as he does with the academic teacher, and the houseparent in no less way, serves as a teacher. Working conditions and the general status of houseparents in schools and institutions for the blind leave a great deal to be desired. Houseparents should be entitled to a fair and representative salary. Houseparents should be entitled to a fair amount of time off (a necessity in this type of work). Houseparents should be entitled to the status they justly deserve. Houseparents should not be given a cottage or dormitory load that would leave them unable to cope with individual problems.

4. Be it resolved that the Superintendents of the several schools should urge their houseparents to attend conventions, workshops, avail themselves of professional literature, seek AAIB certification and avail themselves of educational opportunities.

Therefore, the Junior and Senior Houseparents feel that a houseparent is the key-stone in the education of the blind and deserves equal status with the academic teacher. But the houseparent has an obligation to avail himself of certification and educational opportunities in this field.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Elizabeth M. Jenerette, Chairman
Mrs. Cloyce Williams, Co-Chairman
Marguerite Perkins, Recorder
Mrs. Edna Keevil, Newsletter Editor

CREATING GOOD PERSONAL RELATIONSHIPS BETWEEN PARENTS, TEACHERS, AND HOUSEPARENTS

by ALTHEA H. NICHOLS

Supervisor of Instruction

New Jersey Commission for the Blind

Newark, New Jersey

The subject, "Creating Good Personal Relationships Between Parents, Teachers, and Houseparents," seems to imply that our relationships could be improved. In Florida at one of the final meetings in 1962, you met with the Grade School Houseparents and the Parents group and heard a talk by Dr. George Heltzell of the Missouri School, on "Parent-Houseparent Relationships."¹ It remains a concern, but not only for our groups. This is a nationwide, a worldwide concern in our times. We need to learn how to understand and get along with people. Theodore Brameld, in a recent "Teachers College Record" and in speaking about the future of education, states that "knowledge of human nature in a crosscultural range . . . could be used by education in behalf of potentialities for magnificent new levels of human achievement."² In an age where the machine can perform for man and where we live under the threat of the nuclear weapons we have created, our greatest challenge is that of human values and to work for more productive relationships with our fellow men. How can we, as parents, houseparents, and teachers, work together more productively for and with the children?

Parents, houseparents, and teachers are closely associated with the blind child during his formative years. Of these groups, the parents, of course, have a strong impact on his life and usually a lasting relationship, even though in the normal course of his growth he breaks away from dependence on them in his teens and more fully in his adult life.³ What are the roles that these individuals play in his life? What are some of the difficulties they may encounter in these roles? What are some of the interactions among these groups, and

how can we see ourselves as more productive and happy as we work together with and for the children?

Parents love their children as an extension of themselves. They usually want their children to have the best possible chance in life. They would like them to have as good or a better education than they did. They may hope that their child will make a better go of it than they did. However they may see success, they usually hope their children will be more successful than they were.

But parents of a blind child may have suffered great shock and disappointment in the child's handicap. They may feel in some way to blame or unjustly punished. They may be uncertain what their role should be.⁴ They may want to make up their feelings to the child by taking extra care of him rather than letting him try to do for himself. They may feel that they are unable to know just how to treat the child. The child can sense uncertainty and unhappiness. But even if parents love the child dearly, and see him as the little child he is despite his handicap, sometimes they are afraid they don't know just what might be right for him. They turn to professional people who have worked with blind children and may even distrust their own best instincts. We heard of parents who threw away their little boy's dearly treasured furry animal, because they heard blind children do not like furry toys. So, when they send the child to a residential school, they may feel that now that he is at a school where people know how to work with blind children, he will be taught everything he needs to know, and they do not have to worry about any of his training anymore.

1. Proceedings of the 46th Meeting of AAIB, 1962, p. 108.

2. Education in the 70's: Some Predictions, Matthew B. Miles, p. 454.

3. Erickson, Erik, Youth: Fidelity and Diversity, Daedalus.

1964. Winter, 1962, pp. 5-27.

4. See Miers, Earl S. Why Did This Have to Happen. National Society for Crippled Children and Adults, Inc. Chicago, 1957.

Teachers College Record, February

When the school asks about his habits of cleanliness, they may begin to feel that that is the school's job. They may begin to feel ill at ease when he comes home, because they do not know just what to expect, and they may find it hard to talk with the houseparents, because they may feel they are being put on the spot, so to speak, when they are not the authorities. They may be very anxious about the child's progress in his school work, but not sure whether they should question the teachers who know what to expect of a blind child. They may feel dissatisfied, but unsure of their expectations. They may be disappointed in the child's progress in some areas and critical of the school. They may not know what to expect of or how to help the youngster when he graduates. Parents may have some of the same feelings, of course, if the child is in the public school.

Teachers have become trained to teach because they enjoy working with children and want to give them the opportunity to grow and learn. Those who go into work for the blind may have many reasons, some possibly not fully understood by themselves. They may feel it as a challenge to test their ingenuity and give even more of themselves to children who have additional obstacles to learning.

But teachers of blind children in public or residential schools may have felt that they were going to be rewarded right away by grateful children who appreciated them and who were enthusiastic to learn. However, children owe the teachers no thanks; they are sometimes inattentive, listless, disinterested, just as any children are at times. They learn at different rates, too, and sometimes it takes great patience before results are seen. Teachers sometimes find that the parents expect miracles of them. They look for progress and hope to see it right away. Because the parents are anxious about the blind child, they often worry about the coming years. A mother with a partially sighted child came into our office this year. The little girl, a delightful child, was in kindergarten but the mother was concerned because while the child was reading third grade books, she felt she was going to have trouble later in school. Asked if the child wasn't beyond her years in her reading, the mother said, "Well, she wants to keep up with her brothers and sisters." Great concern on the part of the parents

puts the child under additional tension, for he senses it and may wonder if he can ever measure up. Some children may rise to the challenge, but others may be defeated by it, depending on the situation and their own natures.

Teachers may also be dismayed to find that parents' concern for academic success is so great, that they do not realize that growth is a continuous process and depends on former physical growth patterns as well as mental growth. While the teacher is expected to teach the child fractions, he may find the child cannot handle scissors to cut a paper into parts, is not used to getting and putting away his own things, and may not even know how to blow his nose and discard the tissue by himself.

The teacher in the public school may be in closer touch with the parents than the teacher in the residential school, but he finds it difficult sometimes to suggest to parents, to help them see how a child could learn to do more in his home. The teacher in the residential school may have heard about the child in the school, and so, perhaps is not prepared to give the child a new chance, an even break, because he is already typed. The teacher living in the residential school is confined in his environment and may feel sometimes that his life is not his own, that he has a hard time finding some privacy or a change from the school talk and routines when he leaves the classroom after a hard day.

Houseparents choose their work because they like children, have had good experiences with their own children, possibly some professional experience in schools or camps, and they may feel, like the teachers, that they would like the challenge of helping children who may need some additional help—handicapped children.

Houseparents may also be surprised to find that some of these children are not docile, quiet children. They may be noisy and unruly just as all children are at times. They may find that some of them have emotional problems and need special consideration. Houseparents may sometimes be surprised to find that some children have not learned at home how to make their beds, or use a fork, or take their own baths. Some of the children may be very slow, and the houseparents may find they become exhausted trying to anticipate and care for

the needs of the children day in and day out. They, also, may feel confined and as though they have little time for privacy. They may feel the teachers are critical of them when they do take a few hours for visiting or a game of bridge. They may feel the parents do not tell them enough or do not seem to want to talk with them, and they may not be sure just how much is expected of them. Gains that the children make, they may feel, are not appreciated by the parents as they should be.

So we see some possibilities for misunderstanding and discouragement. But the purpose in trying to see some of the difficulties in some of the roles we play, is to try to help us toward better understanding. We all have important roles to play in the life of the blind child; the houseparents and teachers not as far-reaching a role as that of the parents, but while they are with us, we can help to make the school life of the children happy, stimulating and productive.

We need to be able to be happy and satisfied to be in the work we are doing, and to believe in the importance of our jobs. But we must realize that parents' feelings and concern for their children, no matter how expressed, are deeper and more personal than ours. Parents and teachers are constantly being reminded of their responsibilities through the press, radio, TV and magazines. The work of houseparents is not as easily recognized for the important job it is. The houseparents of blind children are to be congratulated on the program worked out with the AAIB for certification. Eva Burmeister, an authority on children's institutions, in her book, "The Professional Houseparent," leaves no doubt about the importance of this job, and while she deals largely with institutions for children of broken homes, she speaks to all houseparents in this volume.⁵ One of the strongest reasons for working with blind children in their public schools, is that they can live at home. The home environment is immeasurably important to the child. Just so, if he goes away to school, the home or cottage environment is immeasurably important in his school life. It should be a happy place for him. This may seem like a big order for houseparents. How can they create a happy home life for all the youngsters under their care? They cannot take the

place of home for any of the children, and this is not their responsibility, but they can create a happy environment while the child is at school, an experience that he looks back on later in life with pleasure and perhaps with inspiration.

If we like the job, and feel it is important, how do we feel about the philosophy of the school? Are we in accord with it? It may not be easily apparent. Despite what the tradition may have been, it usually stems largely from the philosophy of the director. It can be seen indirectly in the rules and regulations, in the way things are handled, in the attitudes toward the children. Do we agree with the director's aims? Are we largely in accord with other administrative personnel? If we are in agreement with the school's philosophy, we have a better chance as houseparents and teachers of making a happy life for the children. Knowing and accepting the philosophy of the school, we can interpret it to the parents and may be better able to work well together because we share common goals. But the general philosophy under which the school operates also becomes influenced subtly, but surely, by the teachers' philosophy and by that of the houseparents. We have an elderly cook at our camp for blind children in New Jersey whose philosophy permeates and enriches the program and makes life at camp that much happier for all the children. When they remember their camp experience, the children will remember Janie, because she loved them.

As long as the youngsters are at the school, they are subject to the school's aims and philosophy. But we must remember they come from many different homes with different values and different feelings and expectations for them. All parents have their own values, their own philosophies. If we realize this, we may not always agree with the parents, but we can realize they have reasons for what they feel is important.

Convinced of the importance of our work, and in agreement with the school's philosophy, in order to work well together we must know clearly our responsibilities, the role the school expects us to play. This depends again largely on the administration and how well it informs and works with all the

5. Burmeister, Eva. *The Professional Houseparent*. Columbia University Press, N.Y. 1960.

staff. Doubts and fears arise when people are not quite sure what is expected of them, and this impedes good relationships. We saw how teachers could feel too much was expected of them, how houseparents could feel overwhelmed, how parents might be uncertain of their own abilities in their roles.

If we are clear on our responsibilities, we can work better in a team relationship with each other. Knowing what is expected of us, we can appreciate others' abilities and the work they do. We will also know to whom to turn for help. "The houseparent," says Miss Burmeister, "will have trying hours and difficult days, periods which will tax all of his physical and emotional resources. He will not always be able to show affection, understanding, and acceptance of each child, or at times, to the group. For houseparents are human beings and so they become angry, upset and reach the end of their patience. The best thing for the houseparent to do in such a case is to face his feelings honestly and to talk them over with the social worker, the supervisor of home or cottage life, or other members of the staff who confer with the houseparent in a supervisory way."⁶ Teachers also need this opportunity to turn to someone for help on occasion, and supervisory personnel can offer their greatest service to staff by helping them at these times.

If we are convinced of the importance of the job, in agreement with the school's philosophy, and know clearly our responsibilities as members of the staff, we probably work best and provide the happiest atmosphere by being creative in the activities that we enjoy most with the children. This would mean that there might be great variety and great diversity in activities in the cottages or dormitories, within the rules. But in each, the houseparents would be giving the children the kind of home environment and the activities they themselves enjoy and value, and the children have much to gain from this. Teachers, also, give most in those areas where they are most enthusiastic and creative.

As we work together in the school en-

vironment, we know that our responsibilities and our roles do sometimes overlap. We have to take the child where he is as he comes to us. Nervous mannerisms that may be caused by tension and emotional problems may be a concern of both the houseparent and the teacher in the classroom. Difficulty in mobility and coordination shows itself in the cottage and in the school building. The more we can learn about the child from his parents, his background and experiences, the better we may all be able to help him. The more we can share our observations and our successes with the child, the more helpful it is to all of us. Miss Burmeister, again, points out that the houseparent who sees the child a good part of the day can be helpful to the teacher, the social worker, the psychologist, and the administrator by sharing with them his observations, his methods, techniques and the answers he has found as he helps individual children in the group.⁷

When we think of relationships and how we get along, we know that this depends largely on how we feel about our work and this shows in the way we are able to communicate. Direct communication is usually most effective, and most appreciated in the long run even if it may, at times, seem difficult. We all know that hard feelings and misunderstandings can arise when we hear something in a round about way — or "through the grapevine." Houseparents and teachers should be able to talk directly with each other and with parents about problems. Nathan Shefferman, in his book for management people, says about communication, "There is only one way to solve problems, and that is by talking to the guy . . . As long as a subject can be discussed, there is hope of merging differences. Even while people talk, they change their views. This is a subtle reaction which is easily missed."⁸

Communication should involve all those concerned. It is thoughtless and dangerous practice to leave out of conference or out of communication, someone who may be concerned with the situation. Where there is good will and a desire to run a happy school for the children, joint effort, the team approach, is needed.

6. *Op. cit.*, p. 4.

7. Burmeister, p. 243.

8. Shefferman, Nathan, *The Shefferman Personal Motivation Program*, Prentice-Hall, Inc. Englewood Cliffs, N.J. 1961, p. 170.

In talking with others, whether children, teachers, or parents, we all need to learn to listen more effectively, and with an open mind. Here, again, I am emphasizing a point made by Dr. Heltzell in Florida at the joint meeting.⁹ In listening, it is not only what is being said, but **how** it is being said, and **why**. Or why is nothing being said? If we can take a more objective approach as we listen, we may begin to learn more. What a frustrating experience it is to feel that as one talked it "went in one ear and out the other." But here, again, we might observe and ask "why?" This might lead us to a different approach, or to waiting and listening, ourselves. Stewart Chase has pointed out in his "Roads to Agreement" how one can turn aside a hot argument by giving the argumentative person a chance to air his view and by holding off and listening.¹⁰

Joint meetings, whether informal or arranged, can be effective toward communicating: the houseparents meeting with the director, the meetings of houseparents together, informal meetings with teachers, and the chance to meet with parents. Sometimes parents whom we might like to talk with seem hard to reach or do not make the effort to talk with us or even come to the school. This does not necessarily mean that they would not like to talk with teachers and houseparents. We have talked about parents' anxieties. School people sometimes seem to frighten parents. They are on the defensive and don't feel comfortable with us since we represent professional authority. This might be an image that we have created without meaning to, or it might, as we have suggested, have something to do with their feelings about the handicap, or it might be that they are projecting some feelings they have felt before in other situations. Can we make it easier for these parents to talk with us? Can we reach out to them in our interest in the child? Can we help them to feel more comfortable with us because we are interested in the child and in them, too? Can we show some appreciation of the child and say something positive rather than emphasizing too much his shortcomings? We would like parents to feel free

to talk with us and ask us about the child. Can we listen?

If we try to listen better, let us also try to learn to reserve judgment. Steven Corey, in his book "Helping Other People Change," points out that unless one has all the facts and has explored a problem from all angles, a judgment or decision may be premature.¹¹ We have all experienced embarrassment when we made premature judgments, only to learn later that there was more we didn't know, or that our interpretation of behavior was not objective nor completely accurate. Let us try to learn more, to stop and consider all sides before we make judgments.

We might also consider that when there is disagreement or conflict, there may be possibilities for progress within the conflict itself. Leland Bradford has pointed out that "a society without conflict would miss the enrichment from strongly expressed individual differences."¹² If we feel comfortable enough in our working relationships with each other, we can express our differences, bring our feelings out into the open and see if perhaps there is something we might do differently or if other points of view should be considered. We know a country gains from the "loyal opposition" and a democracy from the minority. Let us not be alarmed by conflicts but see what may be observed and learned from them.

Just as teachers who enjoy their work want to learn more, so houseparents might enjoy this opportunity through professional magazines and books, through sharing with each other and the teachers their current reading, lectures that were interesting, professional meetings in their locality. Your groups planned a series of regional workshops for last summer which must have been stimulating and helpful professionally.¹³ Miss Burmeister speaks of these opportunities for professional growth and also adds the communication and observations of the children and the recording of some of these as aids. Just as teachers keep records and marks, houseparents might record some of their observations. "Records of observations and techniques," she says, "records

9. AAIB, 1962, p. 109.

10. Chase, Stewart, *Roads to Agreement*, Harpers, 1951.

11. Corey, Steven, *Helping Other People Change*, Ohio State University Press, 1963.

12. Bradford, L. P. and Mial D. "When is a Group?" *Educational Leadership*, Dec. 1963, p. 155.

13. AAIB, 1962, p. 112.

of the processes of living of the child in the group, and of the group itself and its dynamics, are much needed for teaching purposes as more and more courses for houseparents are being developed. The very process of recording sharpens one's mind in observation. The written material is useful for supervision and to show actual practice at a given period. Too little of the valuable information of houseparents has been recorded. It is hoped that a beginning will soon be made so that this heretofore largely un verbalized body of knowledge will be more freely recorded and shared with the wider field of child welfare."¹⁴

Another suggestion worth considering is her suggestion that members of the institutional team put down in writing the principles and practices in which they have come to believe, ways found to be effective and right for children in a particular institution. "Such a booklet of principles of 'This is What We Believe In' . . . is extremely helpful to the new worker who is not sure about what is expected of him or the children in his group. It not only gives the new worker something to go by, but it is also good for the worker who has been with the agency for a longer period, to review from time to time."¹⁵

We have looked at our roles as houseparents, teachers, and parents, and tried to understand some of the feelings we may

have. We have touched on some of the ways that we communicate and work together. How can we tie this together to help us in our daily work? To sum up, we may be able to work better with people by beginning to want to make an honest attempt at it. Enjoying our work, knowing that we have something to contribute, believing in the philosophy of the school, knowing what is expected of us, using our creative abilities, appreciating what others can do, talking with them, listening to them, learning all the aspects of a situation and reserving judgment, accepting conflict for the possibilities it may have for growth, anxious to learn more professionally, and to evaluate together what we have learned, we may begin to find ourselves further on our way.

The theme of our convention is an equal opportunity for all. Let us hope that as we try to give each other, the parents, and the children, every chance so greatly deserved, we are also ready to let our colleagues, parents, and the children show us how much they can do as we, too, enjoy the doing. Let it be equal opportunity for all to be and to do. For as Antoine Sait-Exupery has said, "A civilization is built on what is required of men, not on that which is provided for them . . . Man is above all, he who creates. And theirs alone is brotherhood who **work together**."¹⁶

14. Burmeister, p. 244.

15. Ibid, p. 129.

16. Saint-Exupery, *Citadelle*, Quoted from *Realism is Not Enough*, Hampshire, Stuart, *Saturday Review*, Dec. 24, 1960, p. 11. (underlines mine.)

PARENTS WORKSHOP

MRS. MAXINE HAUSENFLUCK, *Chairman*

GLORIA L. HAMMER, *Recorder*

The Parents Workshop of the 47th Biennial Convention was attended by six parents, which was a very small group considering the number of parents belonging to the AAIB and also the extremely important part played by them in the education of their children. More parents should be encouraged to attend these informative and worthwhile conventions.

Speaker at the first meeting was Mr. D. W. Overbeay, Superintendent, Ohio State School for the Blind, who spoke on Parent and School Partnerships in the Education of the Very Young Blind Child. Among the suggestions he offered was that at least one well-trained social worker should be appointed by each state to bring services to parents of the pre-school blind as these services are needed; institutes should be set up at residential schools for parents of pre-school children to attend for a period of approximately one week; and nursery or pre-school play schools situated near the child's home should be used for the three or four year old to attend.

Mr. William English, Principal of the Virginia School for the Blind and the Deaf, contributed valuable information.

The second workshop meeting was combined with the Kindergarten Workshop. Mr. Robert Whitstock, Administrative Assistant, Seeing Eye, Inc., Morristown, New Jersey, was the first speaker. His subject was mobility. He stressed that blindness is an inconvenience by pointing out his own experiences as a blind person. The seeing person can tell at a glance what his surroundings are and also colors, while every detail has to be explained to the blind person. The next two speakers were Dr. Robert Thompson, Superintendent of the Michigan School for the Blind, and Father Carroll of the Catholic Guild for the Blind in Boston. Dr. Thompson mentioned that education does not stop at the school with learning of braille and math, but the complete cooperation of everyone is needed toward the education of the blind.

An informal discussion on the emotional adjustments of parents in accepting the

blind child was held with the following people: Mr. Don Moriarty of the Illinois Braille and Sight Saving School, Mr. M. S. Colborne Brown, Education Officer, Royal National Institute for the Blind, London, England and Eunice Keynon of the Boston Center for Blind Children. It was pointed out in this discussion that parents, upon learning that their child is blind, experience a terrific disappointment. They have a feeling of inadequacy and wonder just what went wrong to cause the blindness. It is important for parents to recognize their feelings and once recognized, these feelings can be dealt with in bringing about an emotional adjustment. Parents should not set meaningless standards for the child, nor should they let the child feel that he is not able to accomplish what is expected of him.

A session on the Vocational Future of Visually Handicapped Children and Youth was held. The speakers were Mrs. Rachel Rawls of the North Carolina School for the Blind and Deaf and Mr. H. S. Wolfe, Administrative Principal, Western Pennsylvania School. The speakers pointed out that in many schools parents are encouraged at the child's eighth grade level to discuss with the school the possible future for their child and then look into local training resources. It is the obligation on the part of parents to make connections with the rehabilitation officer in their local community who serves the blind and can make arrangements for evaluation tests to be taken by the child. This information is also used to help determine the child's future. Parents should also secure information from companies on the type of employment open to the blind now and in the future. Schools should also secure this information from companies in their area so as not to train too many students for one type of position and not enough for another type of position.

Mr. Charles Galozzi of the Division for the Blind, Library of Congress, spoke of the material made available for the blind by the Library of Congress. The parents were advised on procedure to follow in securing this material. It is the responsibility of the parent to make the child aware of books

available to further his interests. Parents were also made aware of the availability of books for their blind children and how to secure them from the Printing House for the Blind, Louisville, Kentucky, by Mr. Carl W. Lappin. Recreational activities were discussed by Mr. Huckins of the California School for the Blind. The blind child can be kept busy during his spare time by joining the Boy Scouts, Girl Scouts, 4H clubs and radio clubs. Also there are many interesting games available for the blind.

At this convention it was again recommended that the AAIB sponsor an all-out parent membership drive.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Maxine Hausenfluck, Chairman

Mrs. Jean Hillestad, Co-Chairman

Mrs. Rebecca Taylor, Recorder

PRE-SCHOOL WORKSHOP

DAVID RAGAN, *Chairman*

MRS. VIRGINIA MURRAY, *Co-Chairman*

MRS. LAURA ZETSCHKE, *Recorder*

Highlights:

Although interest in the Pre-School Workshop has lagged somewhat in recent years, the 1964 edition at Perkins was of a new mold. An increase in interest and enthusiasm was matched by an increase in number of participants and guest participants. Notable highlights of the workshop meetings were the able assistance of Miss Pauline Moor of the American Foundation for the Blind, who served as resource person for our group, and a lively session Wednesday morning when Jane Hallenbeck, M.D., whose work with disturbed blind children is well known, joined our workshop group and several guests for an informative and informal discussion of disturbed blind children, their problems, their parents' problems, and methods of working with them. An interesting facet of this session was the similarity of experiences related by the participants as well as the points of agreement on the needs of severely disturbed blind children.

Topics of Discussion:

Because of the meager interest shown in the Pre-School Workshop group previously, it was heartening to note the emphatic recommendation from all members that the Pre-School Workshop should be continued and efforts to expand its membership and work should be launched. Among the reasons for continuing and strengthening the

American Association of Instructors of the Blind Pre-School Workshop were the following:

1. Pre-school workers need a group of their own where new ideas and methods of practice can be exchanged and discussed. No such forum now exists and a logical place for one could be within the American Association of Instructors of the Blind structure. Our problems, although related to those of the various school-age groups, are distinct and identifiable and they can only be met by a distinct and identifiable workshop group.
2. The importance of pre-school services is being recognized and more organized knowledge is needed in the pre-school area. We feel the American Association of Instructors of the Blind Pre-School Workshop group can, if expanded and encouraged, contribute significantly in meeting this need.
3. Pre-school interests, because of their special characteristics, cannot be successfully combined with those of the older, school-age child. We feel the American Association of Instructors of the Blind can help greatly in encouraging improved pre-school services throughout the nation.

Other topics discussed by our group included:

1. The incidence of visual problems in children seems to be again increasing. Our experience is that more blind children are being referred for services.
2. Parents need early help in learning to provide positive and constructive developmental opportunities for their children. Pre-school workers must meet these parents' needs.
3. Because of the increase in multiple-handicaps in pre-school children, the need to understand the development of the normal child in his pre-school years becomes more important. A basic understanding of normal developmental patterns offers guidelines in assessing the progress of the multiple-handicapped child. The pre-school worker is usually the first to identify multiple-handicapped children.
4. A primary focus on the pre-school years is important and should not be diffused or neglected. The pre-school years must lay the foundation for effective development of the child's personality.
5. Pre-school workers need to develop more effective ways of communication. Ways of encouraging the earliest possible referrals must be explored.
6. Methods of orienting nursery school personnel to include visually impaired children in their groups can be improved. Without proper preparation, many nursery school placements have failed, but when the gap between home and school is bridged by careful work of the pre-school worker, most placements succeed.
7. It is particularly important to individualize the pre-school blind child. All available resources should be used. Support and encouragement to the family can take many different

courses. Experienced assessment of the child's and parents' readiness for new experiences is important.

8. Much valuable developmental information on pre-school children is lost because of inadequate records. Our group felt that standards for record keeping should be worked out. We also felt that the American Association of Instructors of the Blind Pre-School Workshop would be a logical and suitable place to begin the work of setting standards.

Other topics touched upon included the definition of "pre-school child," the educational backgrounds most suitable for a pre-school worker, and ways of increasing professional information in the pre-school area.

Recommendations:

The major recommendations of the Pre-School Workshop were:

1. That the Pre-School Workshop be continued, expanded, and improved.
2. That, as a part of the expansion and improvement, pre-school workers in all agencies, public and private, should be made aware of the American Association of Instructors of the Blind Pre-School Workshop and its activities.
3. Because there is an urgent need for better communication within the field of pre-school work, we recommend that the American Association of Instructors of the Blind explore the possibility of sponsoring a national meeting of pre-school workers to clearly identify and focus attention on the needs of the pre-school blind child. Such a meeting might be jointly undertaken by the American Association of Instructors of the Blind, the American Foundation for the Blind, the American Association of Workers for the Blind, or other interested agencies.

Newly elected officers to serve for the 1964-66 biennium:

Mrs. Laura Zetsche, Chairman
Mrs. Joseph J. Kerr, Co-Chairman
Miss Carol Broeken, Recorder

SUMMARY OF WORKSHOP REPORTS

JULIA L. HAYES, *Workshop Coordinator*
Principal, Oak Hill School for the Blind
Hartford, Connecticut

Since the reports from all of the workshops which were in session during this convention will be published in "The Proceedings of the 47th Meeting of the American Association of Instructors of the Blind," no attempt will be made at this time to review each workshop with you. When the Proceedings are published, however, I would like to urge all of you to give some time to reading and studying these reports. By reading the summaries prepared by all of the workshops, you will gain knowledge about areas other than your own particular interest and will thus gain some insight into all the problems confronting those of us who work with blind and partially seeing children.

As I listened in on the sessions, talked with members and scanned your reports, it became increasingly obvious that the problem of the multiple-handicapped child is extending itself to most of us and is stimulating many into action in order to provide some services for him. It became obvious, also, that mobility, travel and orientation and the subject of social skills are concerning more than those attending

workshops specializing in these topics. The problems which confront the partially-seeing child are being given more attention by other groups, also.

Two groups which scheduled organizational meetings at this convention got off to a fine start with enough members who had much enthusiasm about future participation.

After reviewing the various workshop reports, I feel certain that you will all agree that every group has come to the realization that each child is our challenge and that much more must be done by all of us in order to give him "equal opportunity."

I believe that it can be sincerely stated that the workshop sessions were better prepared, better attended, and made more progress than ever before. This was the result of the excellent pre-convention planning by the workshop officers who were able to invite speakers and panelists of excellent calibre because they planned ahead. Once again I would like to stress the importance of the continuation of interim activity and early planning for the next Convention.

MEMBERSHIP ROSTER FOR 1964

Explanation of Symbols

*Life Member

§Certified Member

ALABAMA (16)

WENGER, Lucille B.
956 50th St., Birmingham, Ala.

WHEELER, Miss Beatrice
Powell School, 2331 6th Ave., N. Birmingham,
Ala.

ALABAMA Institute for Deaf and Blind
South St., P. O. Box 268, Talladega, Ala.

EMERSON, Ralph W.
P. O. Box 455, Talladega, Ala. 35160

GREEG, Miss Lou Ree
Ala. School for the Blind, P. O. Box 455,
Talladega, Ala.

LEE, Mrs. Jewell P.
816 E. South St., Talladega, Ala.

PHILLIPS, Mrs. Marcia M.
111 Highland Circle, Talladega, Ala.

PICKETT, James A.
Box 455, Talladega, Ala. 35160

SAWYER, Mrs. Ben
120 Elizabeth Ave., Talladega, Ala.

SCRUGGS, B. Q.
P. O. Box 455, Talladega, Ala.

SNELL, Mrs. Mary V.
202 Terry St., Talladega, Ala.

SNIDER, Miss Gussie Mae
P. O. Box 647, Talladega, Ala.

SPECHT, Mrs. Berna
406 N. Court St., Talladega, Ala.

TATUM, Mr. Braxton
413 Second St., Talladega, Ala. 35160

TATUM, Mrs. Braxton
413 Second St., Talladega, Ala.

HARVEY, Jasper
P. O. Box 2583, Univ. of Ala., University, Ala.

ARIZONA (32)

ARIZONA Foundation for Blind Children
Librarian
206 S. Hinton Ave., Scottsdale, Ariz.

BARTLETT, Imogene
5059 E. Weldon Ave., Phoenix 18, Ariz.

BURGUS, Frances
3320 W. Luke Ave., Phoenix 17, Ariz.

CLARKE, Barbara
2513 E. Turney, Phoenix 16, Ariz.

GRISWOLD, Mrs. Nola
Madison School Dist. #38, 5601 N. Sixteenth
St., Phoenix 16, Ariz.

§MEYERS, Lorraine (Class A)
6807 N. 17th St., Phoenix 16, Ariz.

RIORDAN, Mary
2802 E. McDowell, Phoenix, Ariz.

RISINGER, Mrs. Opal A.
Franklin School, 1645 W. McDowell Rd.,
Phoenix 7, Ariz.

TALARICO, Anthony T.
1632 W. Adams St., Phoenix 7, Ariz.

§VOGEL, Doris R. (Class AA)
3811 N. 44th St., Phoenix 18, Ariz.

ALLEE, Fayette F.
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

ANDERSON, Edward
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

ARIZONA State School for the Blind
1200 W. Speedway, P. O. Box 5545, Tucson,
Ariz.

BANDY, Vivienne
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz. 85703

BECKER, Carol
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

BENTON, Thomas
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

CARPENTER, Marcia Damon
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz. 85703

CHAPMAN, Dona Maxine
Box 5545, Tucson, Ariz. 85703

CRAWFORD, Mrs. Maribell
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

§FOSTER, Elizabeth (Class A)
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

§HANNAH, Miss Betty (Class AAA)
Ariz. School f/t Blind & Deaf, 1200 W. Speed-
way, P. O. Box 5545, Tucson, Ariz.

HOWELL, Sylvia Ann Bodie
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

JOHNSON, Mrs. Gladys
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

KEPNER, Betty
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz. 85703

§LAIRD, Mrs. Rose M. (Class A)
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

§SPENCE, Peggy (Class A)
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

TILLINGHAST, E. W.
P. O. Box 5545, Tucson, Ariz.

UTZMAN, Mrs. Elsie V.
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

VUXINIC, Matthew
Box 5545, Tucson, Ariz.

WILBER, Dr. Louise
Ariz. School f/t Deaf & Blind, Box 5545,
Tucson, Ariz.

WILLIS, Miss Ruth
Ariz. State School f/t Deaf & Blind, 1200 W.
Speedway, P. O. Box 5545, Tucson, Ariz.

WORST, Maynard
Box 5545, Tucson, Ariz.

ARKANSAS (50)

WALKER, Mrs. James L.
616 W. Block St., El Dorado, Ark.

ARKANSAS School for the Blind
2600 W. Markham, Little Rock, Ark.

ARKANSAS School for the Negro
Deaf & Blind, 21st & Madison, Little Rock,
Ark.

RUSSELL, E. Baxter
303 Education Bldg., Little Rock, Ark.

BILHEIMER, Mrs. Elizabeth
Ark. School f/t Blind, 2600 W. Markham St.,
Little Rock, Arkansas

BLEIDT, Mrs. Frances
2600 W. Markham St., Little Rock, Ark.

BROACH, Mrs. Johnnie
Ark. School f/t Blind, 2600 W. Markham.
Little Rock, Ark.

BROCK, William
2600 W. Markham, Little Rock, Ark.

§CHILES, Mr. J. E. (Class A)
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

CLARK, Mrs. Lorene
2600 W. Markham St., Little Rock, Ark.

§COLEMAN, Mrs. Lucy (Class AA)
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

DELP, Richard
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

DOWLING, Mrs. Marilyn
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

FORTNER, Mrs. Mary E.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

FUSSELL, Miss Rose
Ark. School f/t Blind, Little Rock, Ark.

GRANTHAM, Miss Bernice
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

HANSBROUGH, Mrs. William N.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

HARTMAN, R. E.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

HARTMAN, Mrs. R. E.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

§HOLMES, O. W. (Class AA)
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

HUGGINS, Mr. T. F.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

HYNES, Mrs. Eloise
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

JOHNSTON, Datia
2600 Markham, Little Rock, Ark.

JONES, Mrs. Myrtis
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

KUMPE, Roy, Director
Ark. Enterprises f/t Blind, 2811 Fair Park
Blvd., Little Rock, Ark.

LAPPIN, Mrs. Anne
2600 W. Markham St., Little Rock, Ark.

LIPSCOMB, Walter
2600 W. Markham St., Little Rock, Ark.

LONG, Kenneth
2600 W. Markham, Little Rock, Ark.

MURPHY, J. O.
Ark. Enterprises for Blind, 2811 Fair Park
Blvd., Little Rock, Ark.

NEWMAN, Mrs. Earl
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

§NEWSOM, Mrs. Inez (Class AA)
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

POTEET, Mrs. Stella
2600 W. Markham St., Little Rock, Ark.

RAGAN, Mrs. Sara
2600 W. Markham St., Little Rock, Ark.

REESER, Sue
Ark. Sch. f/t Blind, 2600 W. Markham, Little
Rock, Ark.

RUSSELL, Dojelo
2811 Fair Park Blvd., Little Rock, Ark.

SCHNEBLY, James E.
2600 West Markhem Street, Little Rock, Ark.

SHULTS, Eula
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

SKARDA, Mrs. Dorothy
2600 W. Markham, Little Rock, Ark.

SOWELL, Mrs. Mary
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

STEWART, Miss Lena
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

§SYKES, Mr. Raymond (Class AA)
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

§SYKES, Mrs. Raymond (Rosetta) (Class AA)
Ark. School f/t Blind, Little Rock, Ark.

THUME, Mr. Lyle
S.W. Rehab. Center f/t Blind, 2811 Fair Park
Blvd., Little Rock, Ark.

WILKES, Mrs. Samuel M.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

WILMOUTH, Mrs. DeAnne
2600 W. Markham, Little Rock, Ark.

WILSON, Miss Ted
Ark. School f/t Blind, Little Rock, Ark.

WOOD, Verla
2600 W. Markham, Little Rock, Ark.

WOOD, Mrs. Wilma
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

WOFFORD, Mrs. Clara M.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

*WOOLLY, J. M.
Ark. School f/t Blind, 2600 W. Markham,
Little Rock, Ark.

CALIFORNIA (88)

ARCADIA United School District
234 Campus Dr., Arcadia, Calif.

- E. SAN GABRIEL Valley Program for
Visually Handicapped
Attn: Louise C. Joncas, Pur. Dept., Azusa
Unified School Dist., 546 S. Citrus Ave.,
Azusa, Calif.
- ANDERSON, Mrs. Berenice
Calif. School f/t Blind, 3001 Derby St.,
Berkeley, Calif.
- BREED, Eleanor D.
Jefferson School, 1400 Ada St., Berkeley 2,
Calif.
- BUELL, Dr. Charles
2722 Derby St., Berkeley, Calif.
- BUELL, Mrs. Josephine
2722 Derby St., Berkeley, Calif.
- CALIFORNIA School for the Blind
3001 Derby St., Berkeley 5, Calif.
- CLARK, Mrs. Elizabeth
2833 Ashby Ave., Berkeley, Calif.
- ENGLISH, Mr. Hugh
2024 Haste St., #1, Berkeley, Calif.
- FOGARTY, George
Calif. School f/t Blind, 3001 Derby St.,
Berkeley 5, Calif.
- *DI FRANCESCO, John
2431 McKinley Ave., Berkeley 3, Calif.
- FRUNZ, Miss Pauline
2610 Benvenue Ave., Berkeley, Calif.
- HATLEN, Philip Herbert
1 Tanglewood Rd., Berkeley, Calif.
- *HUCKINS, Arline
3051 Benvenue Ave., Berkeley 5, Calif.
- *HUCKINS, Ross
3051 Benvenue Ave., Berkeley 5, Calif.
- KELLS, Floyd Tom
Garfield J. H. S., 1781 Rose, Berkeley 7, Calif.
- LOWENFELD, Dr. Berthold
Calif. School f/t Blind, 3001 Derby St.,
Berkeley 5, Calif.
- MALLING, Mrs. Magna
3100 College Ave., #8, Berkeley, Calif.
- SELL, Jean
2731 Benvenue Ave., Berkeley 5, Calif.
- TEKAWA, Miss Toshi
2409 Spaulding Ave., Berkeley, Calif.
- *KETCHEL, Karla B.
4848 Cottage Way, Carmichael, Calif.
- TUTTLE, Dean
Schweitzer School, 5350 Glenridge Dr., Car-
michael, Calif.
- MANGOLD, Phillip N.
Marshall Elementary School, 20111 Marshall
St., Castro Valley, Calif.
- THOMPSON, Mrs. Roy W.
402 Oaklawn, Chula Vista, Calif. 92010
- ALLEN, Mrs. Michele
856 W. Bonita, Apt. N, Claremont, Calif.
- CHANDLER, Geraldine
#5 Coronado Ave., Daly City, Calif.
- CARROTHERS, Myron W.
2144 E. Santa Anna, Fresno, Calif.
- RUBIN, Barbara Blatt
4634 Safford St., Fresno 5, Calif.
- PEABODY, Mrs. Eleanor E.
Sunshine School, 130 N. Mariposa, Fresno 1,
Calif.
- SCHOOF, Annabelle
Stanley Elementary School, 12201 Elmwood,
Garden Grove, Calif.
- SEESE, Mrs. Elsie Rice
Simmons School, 11602 Steele Dr., Garden
Grove, Calif.
- *TIESEN, Mary B.
25779 Whitman, #4, Hayward, Calif.
- MANZO, Miss Cecelia
924 E. 65th St., Inglewood, Calif.
- HIGINBOTHAM, Pearl W.
Sonoma State Hosp, 2001 Adobe Canyon Rd.,
Kenwood, Calif.
- BECK, Mrs. Annette G.
2318 Knoxville Ave., Long Beach, Calif. 90815
- NIMS, Mercedes K.
1821 E. First St., Long Beach 2, Calif.
- BRaille Institute of America, Inc., Library
741 N. Vermont Ave., Los Angeles 29, Calif.
- BRaille Institute of America
741 N. Vermont Ave., Los Angeles 29, Calif.
- BURNS, Jeanne S.
1525 N. LaBrea, Los Angeles, Calif.
- CALONE, Miss Rosalie
4650 Coliseum St., Los Angeles 16, Calif.
- DASTEEL, R. H., President
Am. Thermofom Corp., 1732 W. Slauson Ave.,
Los Angeles 47, Calif.
- GARBER, Dorothy K.
Frances Blend School, 5210 Clinton St., Los
Angeles, Calif. 90004
- *KAPLAN, Norman
Foundation f/t Jr. Blind, 4005 Wilshire Blvd.,
Los Angeles 5, Calif.
- KINMAN, Miss Kathryn M.
Calif. State Bldg., 217 W. First St., Los
Angeles 12, Calif.
- LEONARD, Donald E.
Braille Institute of Am., Inc., 741 N. Vermont
Ave., Los Angeles 29, Calif.
- NATIONAL Sight Foundation
1252 N. Havenhurst Dr., Los Angeles 46, Calif.
- NURSERY School for Visually Handicapped
Children
4120 Marathon St., Los Angeles 29, Calif.
- RICHMAN, Louise
5425 E. Dobbs St., Los Angeles 32, Calif.
- MANHATTAN Beach City School District
1212 Laurel Ave., Manhattan Beach, Calif.
- VON HELF, Mrs. Pat
107 Mayfair Circle - Swan Lake, Mira Loma,
Calif.
- SIEBERT, Mrs. Katie N., Teach-Cons.
Visually Handicapped Children, Stanislaus
County Schools, 2115 Scenic Dr., Modesto,
Calif.
- BECKLEY, Mrs. Pearl E.
5580 Moreno, Montclair, Calif. 91763
- FELLER, Mrs. Shirley Peck
Moffitt School, 13323 Goller, Norwalk, Calif.
- POSWORTH, Laura V.
10 Palm Lane, Novato, Calif.
- DUNN, Irene E.
6368 Racine St., Oakland 9, Calif.
- JONES, Veda G. (Sally)
2229 Grove, Oakland 9, Calif.
- McMULLEN, Robert
6536 Telegraph Ave., Oakland 9, Calif.
- WRIGHT, Mrs. Elizabeth
6175 Hill Rd., Oakland 18, Calif.
- *WESTBROOK, Miss Sibyl
9666 Lake Natoma Dr., Orangevale, Calif.
- HOWARD, Mrs. Muriel Horrell
Butte County Supt. of Schools, 278 Nelson
Ave., Oroville, Calif.
- MAIER, Mrs. Pearl L.
Sunkist School, 1400 Teakwood, Oxnard, Calif.
- PALMDALE School District
38260 N. 10th St., E. Palmdale, Calif.
- *BUSH, Elda M. (Class AA)
2550 Paloma St., Pasadena, Calif.
- HAWKINSON, Mrs. L. F.
20 Prospect Rd., Piedmont 10, Calif.
- URLWIN, Mrs. Lillian M.
Village Elementary School, 350 School St.,
Pittsburg, Calif.

- SMITH, Robert C.
c/o Aviation High School, 2025 Manhattan
Beach Blvd., Redondo Beach, Calif.
- *MISBACH, Dorothy L.
Bureau of Special Education, 4608 Que St.,
Sacramento 19, Calif.
- SINCLAIR, Mr. Fred
4271 Euclid Ave., Sacramento, Calif. 95822
- CORNELL, William
128 W. 8th St., San Bernardino, Calif.
- MARSHALL, Mrs. Gertrude M.
Education Center - Annex 3, San Diego City
Schools, Park Blvd. & El Cajon, San Diego 3,
Calif.
- PECK, Mrs. Doris F.
1851 Oliver Ave., San Diego, Calif. 92109
- BENNETT, Norris
1339 4th Ave., San Francisco, Calif.
- SILVA, Mrs. Helen
Stichter School, 6060 Royal Ann Dr., San
Jose 29, Calif.
- SANEMATSU, Ben
Del Mar High School, Del Mar Ave., San
Jose, Calif. 95128
- BRUDNO, Mrs. H. J.
617 Oregon Ave., San Mateo, Calif.
- SAN MATEO City School District
117 North San Mateo Dr., San Mateo, Calif.
- LUCAS, Mrs. Jerrine
1971 San Rafael St., San Leandro, Calif.
- RAMAGE, Mrs. Juanita Townley
2462 Fijiway, San Leandro, Calif.
- JOHNS, William F.
Guide Dogs f/t Blind, Box 1200, San Rafael,
Calif.
- REES, Larry
Guide Dogs f/t Blind, Inc., Box 1200, San
Rafael, Calif.
- JACKSON, Robert E.
Franklyn Elementary School, 230 N. Volun-
tario St., Santa Barbara, Calif.
- FAUST, Matthew
Santa Rosa City Schl., 211 Ridgway Ave.,
Santa Rosa, Calif. 95404
- ANDERSON, Mrs. Lena L.
2900 Kirk St., Stockton 4, Calif.
- CRUMPTON, Ethel Smith
Daniel Webster Jr. High School, 2725 Michi-
gan Ave., Stockton, Calif.
- EVANS, Mrs. Marian H.
Temple City High School, 9501 E. Lemon,
Temple City, Calif.
- HALL, Mrs. Elmer
8 Kingston Pl., Walnut Creek, Calif. 94598
- KNOWLES, Dr. John A.
21 Annette Ct., Walnut Creek, Calif.
- WOOF, Beatrice M.
1531 Corinth Ave., Apt. 4, W. Los Angeles,
Calif. 90025
- COLORADO (38)**
- HAMMOND, Douglas
3131 Revere, Aurora, Colo.
- TAUER, Paul E.
12796 E. 13th Pl., Aurora, Colo.
- BAKER, Miss Helen
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- BROWN, Donald W.
Kiowa and Institute St., Colorado Springs,
Colo. 80903
- CAMPBELL, Mrs. Betsey
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- COLORADO School for the Blind
Colorado Springs, Colorado
- DA CRUZ, Mrs. Louise
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- FULKER, Wilber H.
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- GARDNER, Mrs. A. Ronald
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- HARRIS, Mr. Donald
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- HUTCHISON, Mrs. Ida B.
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- MARCANTONIO, Miss Bambina
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- OLSEN, Margaret Ann
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- SCHMITT, Miss Loraine
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- SMITH, Mrs. Ruby
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- TURECHECK, Mr. Armin G.
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- UHLES, Mr. Allen
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- WEINER, Mr. Abraham
Colo. School f/t Deaf & Blind, Colorado
Springs, Colo.
- CHAMBERS, Miss Peggie
1929 Grape, Denver 20, Colo.
- HUBMAN, Mrs. Helen
2060 Albion St., Denver, Colo. 80207
- §MEYER, Mrs. Agnes (Class AA)
McKinley Elementary School, 1275 S. Logan,
Denver, Colo. 80210
- RONAYNE, C. E.
Dept. of Spec. Education, State Office Bldg.,
Denver, Colo. 80203
- STAHL, Cynthia J.
Byers Jr. High School, 150 S. Pearl, Denver,
Colo. 80209
- STANTON, Claude A.
McKinley Elementary School, 1275 S. Logan,
Denver, Colo. 80210
- PICKERING, Donald
508 Tulane Dr., Ft. Collins, Colo.
- BOURGEOULT, Mr. S. E.
Special Education, Colorado State College,
Greeley, Colo.
- HOPKINS, Margaret I.
P. O. Box 403, Golden, Colo.
- DuBOIS, Deri
1717 10th Ave., Greeley, Colo.
- FURGESON, Donna
1937 7th Ave., Apt. 3, Greeley, Colo.
- HOWELL, Judith Ann
1115 14th Ave., Greeley, Colo.
- LUTZ, Gale
P-153 Jackson Blvd., Greeley, Colo.
- NEERING, Suzanne
1709 7th Ave., Greeley, Colo.
- NESLER, Robert
1947 10th Ave., Greeley, Colo.
- WEISHAHN, Mel W.
1536 10th Ave., Greeley, Colo. 80630
- YOUNG, Gail H.
921 21st St., Greeley, Colo.
- ZEITLOW, Betty
802 36th Ave., Greeley, Colo.

LINDERSMITH, Keith
Hotchkiss, Colo.
FIPPINGER, Faith J.
Fletcher Miller School, 200 Kipling, Lake-
wood, Colo.

CONNECTICUT (54)

ICE, Lewis M.
Univ. of Bridgeport Library, 303 University
Ave., Bridgeport, Conn.
SMITH, Mrs. Edith B.
P. O. Box 17, Darien, Conn.
§BARBATI, Miss Esther (Class AA)
Oak Hill School, 120 Holcomb St., Hartford,
Conn.
BRIEN, Deanna
Oak Hill School, 120 Holcomb St., Hartford,
Conn. 06112
CALLAHAN, Mrs. Francis J., Jr.
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
CALLAHAN, Francis
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
CONNECTICUT Institute for the Blind
120 Holcomb St., Hartford 12, Conn.
DOYLE, Mrs. Katherine
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
FALK, Miss Nancy
Oak Hill School, 120 Holcomb St., Hartford,
Conn. 06112
FARINA, Mr. Paul
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
GIBSON, Miss Adela
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
HANCOCK, Mrs. Martha
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
HAYES, Mr. James B.
Oak Hill School, Hartford, Conn.
HAYES, Mrs. Julia, Principal
The Oak Hill School, 120 Holcomb St., Hart-
ford 12, Conn.
HAYNES, Miss Dorothy F.
Oak Hill School, 120 Holcomb, Hartford 12,
Conn.
HITCH, Miss Catherine
Oak Hill School, 120 Holcomb St., Hartford,
Conn. 06112
HOLLAND, Mrs. Esther
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
HOOKER, Barbara
120 Holcomb St., Hartford, Conn.
HOWARD, Mrs. Renee
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
*HOWIE, Mrs. Esther
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
JEFFERY, Miss Nancy Ann
Oak Hill School, 120 Holcomb St., Hartford,
Conn.
JENKINS, Mrs. Barbara
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
JENSEN, Mrs. Osa
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn. 06112
JOHNS, Frank, Jr.
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.

LIND, Mrs. Aino
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
LOOMIS, Mrs. Ann
Oak Hill School, 120 Holcomb, Hartford,
Conn. 06112
LOWNDES, Mr. Robert
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
McCOLLAM, H. Kenneth
State Off. Bldg., 165 Capitol Ave., Hartford,
Conn.
NIGALS, Mrs. Zelma
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
NIXON, Catherine
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
OZALS, Mrs. Berta,
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
PACE, Miss Josephine
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
RANSOM, Mrs. Bertha
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
ROZEK, Anthony
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
SCANLON, Miss Mary
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
SHARP, Miss Margarita
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
SIMPSON, Miss Dorothea
State Board of Education f/t Blind, State
Off. Bldg., Hartford Conn.
SMITH, Mrs. Barbara
Oak Hill School, 120 Holcomb St., Hartford,
Conn. 06112
STEGGERDA, Mrs. Inez
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
STUART, Mrs. Isabelle
Oak Hill School, 120 Holcomb St., Hartford,
Conn.
VETRANO, Miss Mary
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn.
WHITE, Mrs. Helen
Oak Hill School, 120 Holcomb St., Hartford,
Conn. 06112
WHITMORE, Miss Barbara
Oak Hill School, 120 Holcomb St., Hartford
12, Conn.
WILSON, Mr. Donald
Oak Hill School f/t Blind, 120 Holcomb St.,
Hartford, Conn. 06112
ZELIGMAN, Miss Sandra
Oak Hill School, 120 Holcomb St., Hartford,
Conn. 06112
MARCHISIO, Guy J.
45 Helaine Rd., Manchester, Conn.
COOPER, Charlotte P.
Norwalk Public Schools, 105 Main St., Nor-
walk, Conn.
NORWALK Board of Education, Guidance
Department
105 Main St., Norwalk, Conn.
ROWLAND, Phyllis M.
Board of Education, 105 Main St., Norwalk,
Conn. 06852
SAVITCH, Miss Nina
124 Shippan Ave., Stamford, Conn. 06902

BROEREN, Carol Marie
Barnard School, 11 Draher, Waterbury, Conn.
06703

DOWNEY, Miss Edith
Children's Museum, 950 Trout Brook Dr., W.
Hartford, Conn. 06107

TOWER, Ruth M.
7 Whiting Lane, W. Hartford 7, Conn.

MURIN, Lorraine P.
Board of Education, Jessup Rd., Westport,
Conn.

DELAWARE (4)

ELLINGSWORTH, Mrs. Reginald
R.D. #2, Box 358, Seaford, Dela.

BOARD of Public Education
625 E. 10th St., Wilmington, Dela.

JONES, Mr. Howard T.
Dea. Commission f/t Blind, 305 W. 8th St.,
Wilmington, Dela.

WEINER, George J.
4102 West St., Wilmington 2, Del.

DISTRICT OF COLUMBIA (20)

BERYK, Sophia V.
Music Reference Librarian, Div. f/t Blind,
Library of Congress, Washington, D. C. 20540

CARROLL, Col. Charles
5902 Summerhill Rd., S.E., Washington, D. C.
2003

CONNOR, Dr. Gordon B.
Am. Assoc. of Workers f/t Blind, 1511 K St.,
N.W., Washington 5, D. C.

DIVISION for the Blind,
Library of Congress, Washington, D. C. 20540

DORF, Mrs. Maxine
600 "D" St., S.E., Washington 3, D. C.

FLETCHER, Mr. Frank U.
Munsey Bldg., Washington, D. C.

*FRANCIS, Eleanor P. (Class AA)
3007 Twenty-sixth St., N.E., Washington,
D. C.

GALLOZZI, Charles
Div. f/t Blind, Library of Congress, Wash-
ington 25, D. C.

GEER, William C.
The Council for Exceptional Children, 1201
16th St., N.W., Washington, D. C.

JOHNSON, Marjorie Garnett
5205 S. Dakota Ave., N.E., Washington 11,
D. C.

JONES, John W., Specialist
Education Visually Handicapped, Off. of Edu-
cation, Washington 25, D. C.

JOYNER, Mrs. Mahala
1231 Meigs Pl., N.E., Washington 2, D. C.

LIMA, Mrs. Alcina de Oliveira
1914 Connecticut Ave., N.W., Washington,
D. C.

MACKIE, Romaine P., Chief
Exceptional Children & Youth, Dept. of
Health, Educ. & Welfare, Off. of Education,
Washington 25, D. C.

MOORE, Edward R.
Columbia Lighthouse f/t Blind, 2021 14th
St., Washington, D. C.

NAGLE, John F.
National Federation of the Blind, 1908 "Q"
St., N.W., Washington 9, D. C.

RAU, Peddisetti Madhava
1438 Montague St., N.W., Washington 11,
D. C.

VAUGHAN, Mrs. Rebecca
2032 Belmont Road, N.W., Apt. 406, Wash-
ington, D. C.

WILSON, Mrs. Muriel
6932 8th St., N.W., Washington 12, D. C.

WILSON, Miss Reba
5408 First, N.W., #23, Washington, D. C.
20311

FLORIDA (58)

WILLIAMS, Mary S.
Fla. Council f/t Blind, Box 1151, Daytona
Beach, Fla.

HILTON, Mabel C.
Edgewood School, 3675 Edgewood Ave., Fort
Myers, Fla.

KARKALITS, Mrs. J. F.
2845 Valencia Way, Fort Myers, Fla.

PARENTS of the Blind of South Florida
P. O. Box 623, Riverside Station, Miami 35,
Fla.

ROWE, Emma Dorothy
8288 N.W. 5th Court, Miami 50, Fla.

WIESENFELD, Frances W.
Tropical Elementary School, 4545 S.W. 104
Ave., Miami 55, Fla.

DRINKHAHN, Mrs. Glenda
371 Park St., Miami Springs, Fla.

BEADNELL, Esther D.
P. O. Box 474, Orange Park, Fla.

BEADNELL, Thomas A.
P. O. Box 474, Orange Park, Fla.

*CRAFTS, Mr. Philip W.
1033 W. Webster Dr., Pensacola, Fla.

NASSER, Sheffield
Coordinator, Special Serv. Bldg., Sarasota
County Schools, 2405 Hatton St., Sarasota,
Fla.

ALBRECHT, Joe
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

ALBRECHT, Mrs. Mary H.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

*ANGUS, Herbert D.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

BEHN, Paul T.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

BENDER, Mr. Paul
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

BENNETT, Mrs. Pauline R.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

BRANOM, Mrs. Violet
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

BROWN, Thomas W.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

BURROUGHS, Mrs. Darlena S.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

DAVENPORT, Mrs. Sarah W.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

*DAVIS, W. S.
25 Madeira Dr., St. Augustine, Fla.

FLEMING, Jean McKay
Fla. School f/t Blind, St. Augustine, Fla.

FLORIDA School for the Blind
St. Augustine, Fla.

FLORIDA School f/t Deaf & the Blind
Dept. for Negro Blind, St. Augustine, Fla.

FOSTER, Hubert D.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

GREENE, Esley
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

GREENE, Mrs. Lorraine
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

HAHN, Mrs. Doris C.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

HIEATT, Miss Martha
Fla. School f/t Blind, St. Augustine, Fla.

HILL, Mrs. Eula G.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

HILLIER, Mrs. Marian
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

HOWARD, Miss Alva
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

KNOWLES, Otis W.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

*§KONRAD, Mrs. Dorothy (Class A)
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

*LEWIS, Bert J.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

LUCAS, Bettye J.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla. 32084

McCOY, Matthew G.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

MIDDLETON, David
Fla. School f/t Blind, St. Augustine, Fla.

MILLIGAN, David R.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

*PLUMMER, Mrs. Henrietta
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

SANCHEZ, Mrs. Margaret
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

SMITH, Mr. George W.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

SOWELL, Herbert
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

TAYLOR, Mr. James
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

TOBIN, Mrs. Jeneva Y.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

WALLACE, John M.
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

WIECKING, Mrs. Margaret
Fla. School f/t Deaf & Blind, St. Augustine,
Fla.

§TSCHOPP, Beatrice (Class AA)
Box 410, R #1, St. Cloud, Fla.

BRENNAN, Mrs. Marcia F.
4535 3rd Ave., S., St. Petersburg, Fla.

LAMBERT, Miss Beatrice Mary
279 104 Ave., Treasure Island, St. Petersburg,
Fla.

LINDERMAN, ROSEMARY
Itinerant Teacher of Blind Children, 414 23rd
Ave., S., St. Petersburg 5, Fla.

§JONES, Gideon R. (Class AAA)
114 Education Bldg., Fla. State University,
Tallahassee, Fla.

EMANUELE, George J., Director
3701 S. DeLeon, Tampa, Fla.

LYMAN, Mrs. Minita
Bayside School, 1105 Bermuda Blvd., Tampa,
Fla. 33605

SMITH, Lucy Dent
Hillsborough Co. Assn. f/t Blind, 1106 W.
Platt St., Tampa 6, Fla.

MEERDINK, Miss Alma Lu
1017 Congress Ave., N., W. Palm Beach, Fla.

NETTLETON, Ruth D.
375 DeSota Rd., W. Palm Beach, Fla.

GEORGIA (65)

CARPENTER, Ruth Healey
Wilkinson Gardens School, Tubman Home
Rd., Augusta, Ga.

BEAVERS, Vivian R.
1206 Fountain Dr., S.W., Atlanta 14, Ga.

§CANTRELL, Miss Francise (Class AA)
723 Harwell Rd., N.W., Atlanta 18, Ga.

*DAVIS, Aurelia, Director
Special Education, Atlanta Board of Educa-
tion, City Hall, Atlanta, Ga.

DOBBS, Blanche
856 Harwell Road, N.W., Atlanta 18, Ga.

HOLLOWAY, Mrs. Anita S.
Washington School, 45 Whitehouse Dr., At-
lanta 14, Ga.

JONES, Mamie J., Coordinator
Services for Exceptional Children, State Dept.
of Education, State Off. Bldg., Atlanta 3, Ga.

*§LOWN, F. Arthur (Class AAA)
780 Michael St., N.E., Atlanta, Ga. 30329

MAPLES, Anne Warnock
1073 St. Louis Pl., N.E., Atlanta 6, Ga.

MARSH, Mary W.
1106 W. Peachtree, N.W., Atlanta 9, Ga.

MORGAN, Mrs. June J.
1106 W. Peachtree, N.W., Atlanta 9, Ga.

*SPIVEY, Mrs. Mary
1521 Ezra Church Dr., N.W., Atlanta 14, Ga.

§SPIVEY, Mrs. Sara Amason (Class AA)
2194 Edison Ave., N.E., Atlanta, Ga. 30305

WHITE, Mary G.
Highland School, 978 North Ave., N.E., At-
lanta 6, Ga.

*SMITH, Hubert E.
Ways & Means f/t Blind, Inc., 334 Masonic
Bldg., Augusta, Ga.

SANDERS, Jeanne M.
McLendon School, 3169 Hollywood Dr., De-
catur, Ga. 30033

§WALTON, Mrs. Melba M. (Class AA)
1354 Richard Rd., Decatur, Ga.

BALDWIN, Francene
2895 Vineville Ave., Macon, Ga.

BATTLE, Thelma
Ga. Academy f/t Negro Blind, 1030 Shurling
Dr., Macon, Ga.

BOLAND, Mary Janice
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.

BONNER, Cleon R.
Ga. Academy f/t Negro Blind, 1030 Shurling
Dr., Macon, Ga.

BOONE, Mrs. Daisy T.
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.

COBLE, Doris A.
2895 Vineville Ave., Macon, Ga.

(HAMBERS, R.
1109 Boone, Macon, Ga. 31201

DAWSON, Carol
2895 Vineville Ave., Macon, Ga.

- FELTS, Willie L.
1030 Shurling Dr., Macon, Gr.
GEORGA Academy for the Blind
2895 Vineville Ave., Macon, Ga.
- GEORGIA Academy for the Negro Blind
1030 Shurling Dr., Macon, Ga.
- GOODWIN, O. B.
1039 Long St., Macon, Ga.
- GRUBER, Herman
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- HERNDON, W. Fred
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- HUDGINS, York
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- §HUGHES, Hazel (Class A)
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- HUMPHRIES, C. B.
Ga. Academy f/t Negro Blind, 1030 Shurling
Dr., Macon, Ga.
- INGLEY, Rae
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- JACKSON, Mrs. Vashti
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- JACOBS, Lou
2895 Vineville Ave., Macon, Georgia
- JOHNSTON, Mrs. Lynn C.
2895 Vineville Ave., Macon, Ga. 31204
- JONES, Mrs. Dawson
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- JONES, Lee
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- JORDAN, Willie Mae
Ga. Academy for Negro Blind, 1030 Shurling
Dr., Macon, Ga.
- KENDALL, L. O.
1109 Boone, Macon, Ga. 31201
- LEWIS, Nannie
Ga. Academy for Negro Blind, 1030 Shurling
Dr., Macon, Ga.
- LOWDERMILK, Miss Margaret
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- LURRY, David
1376 Sanford Ave., Macon, Ga.
- McCLENDON, George
260 Madison St., Macon, Ga.
- McDANIEL, Mrs. Helen
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- MIMS, Mr. Charles
2895 Vineville Ave., Macon, Ga.
- MOORE, Clifford
142 Madison St., Macon, Ga.
- MORTON, Mrs. Louise H.
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- OLIVER, Myrtle N.
926 Morrow Ave., Macon, Ga.
- PERRY, T. Reese
2895 Vineville Ave., Macon, Ga.
- §PURSLEY, Mrs. Alice H. (Class A)
160 Holmes Ave., Macon, Ga.
- §PYE, Mrs. Gerald (Class A)
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- RENFROE, Clara
2895 Vineville Ave., Macon, Ga.
- RICHARDSON, Mrs. Jean C.
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- ROWELL, Johnnye
2110 Neal Ave., Macon, Ga.
- SANDERS, Clara
2895 Vineville Ave., Macon, Ga. 31204
- STEVEN, Mrs. Minnie
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- STEVENSON, B.
943 Smith, Macon, Ga.
- SUTTON, Emma L.
815 Ft. Hill St., Macon, Ga. 31201
- THARPE, Linda
2895 Vineville Ave., Macon, Ga. 31204
- THOMAS, I. D.
2029 Kitchen Rd., Macon, Ga. 31201
- WARE, Mrs. Ford
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.
- WATSON, Leon
Ga. Academy f/t Blind, 2895 Vineville Ave.,
Macon, Ga.

HAWAII (5)

- DEPARTMENT of Social Services
Mary L. Noonan, Dir., P. O. Box 339, Hono-
lulu 9, Hawaii
- DIAMOND Head School
3440 Leahi Ave., Honolulu 15, Hawaii
- LOU, Mrs. Mary
3440 Leahi Ave., Honolulu, Hawaii
- §PENNY, Alice Waitt (Class A)
Diamond Head School, 3440 Leahi Ave.,
Honolulu 15, Hawaii
- ZANE, Mrs. Soonie L.
Diamond Head School, 3440 Leahi Ave.,
Honolulu 15, Hawaii

IDAHO (8)

- BAILEY, Leo
Idaho School f/t Deaf & Blind, Gooding, Idaho
- §BEST, Mr. John P. (Class AAA)
Idaho State School for Deaf & Blind, 14th
Ave. & Main St., Gooding, Idaho
- §GERKE, Mrs. Annie (Class A)
Idaho School f/t Deaf & Blind, Gooding, Idaho
- GERKE, Floyd
Idaho State School for Deaf & Blind, 14th
Ave. & Main St., Gooding, Idaho
- IDAHO School for the Blind
14th & Main St., Gooding, Idaho
- §NELSON, Mrs. Pauline (Class A)
Idaho School f/t Deaf & Blind, Gooding, Idaho
- PARKE, Ruth Ellen
Idaho School f/t Deaf & Blind, Gooding, Idaho
- REAY, Edward W.
Idaho School f/t Deaf & Blind, Gooding, Idaho

ILLINOIS (120)

- §GIBBINS, Spencer (Class AA)
2637 Sidney St., Alton, Ill.
- McCLEERY School
1002 Illinois Ave., Aurora, Ill.
- LAWRENCE, Lucille Yvonne
Linden & Jackson (Lincoln Elementary),
Bellwood, Ill.
- *KIRSCHSIEPER, Miss Kay J.
513 Mackinaw Ave., Calumet City, Ill.

CHAMPAIGN Community Schools
Braille Resource Room #2, Westview School,
703 S. Russell, Champaign, Ill.

SMITH, Sally S.
Westview School, 701 S. Russell, Champaign,
Ill.

ADAMS, David E.
2825 Belle Plaine, Chicago, Ill.

ANDERSON, Ms. Genevieve
Calumet High School, 8131 S. May St., Chi-
cago, Ill.

ARMSTRONG, Mrs. Ermon
1401 E. 55th St., Apt. 502, Chicago, Ill.

BERTA, Margaret
Cook School, 8150 Bishop St., Chicago 20, Ill.

CHICAGO Lighthouse for the Blind
1850 W. Roosevelt Rd., Chicago 8, Ill.

DUNPHY, Ruthanne
Farnsworth School, 5414 N. Linder Ave., Chi-
cago, Ill.

EDWARDS, Richard Wayne
Ill. Visually Handicapped Inst., 1900 Marshall
Blvd., Chicago, Ill. 60623

FARRAR, Shirl L.
Pilot Guide Dog Foundation, 33 E. Congress,
Chicago 5, Ill.

GREEN, Franklin
1900 S. Marshall Blvd., Chicago 23, Ill.

HASTALIS, Coula
Calumet School, 8131 May St., Chicago 20, Ill.

KEIM, Lois A.
Ill. Visually Handicapped Inst., 1900 Marshall
St., Chicago, Ill.

LaPRES, Marie
Perry School, 9128 Univesity Ave., Chicago 19,
Ill.

LESSNE, Robert
4219 W. 24th Pl., Chicago, Ill.

McCABE, Charles F.
Bell School, 3730 N. Oakley Ave., Chicago,
Ill. 60618

McGILL, Mr. William O., Ex. Dir.
The Chicago Lighthouse f/t Blind, 1850 W.
Roosevelt Rd., Chicago 8, Ill.

MURNER, Helen
Bell School, 3730 N. Oakley Ave., Chicago, Ill.

O'BRIEN, Angela
Marshall High School, 3250 W. Adams, Chi-
cago, Ill.

O'CONNER, Gertrude R.
Cook School, 8150 S. Bishop St., Chicago 20,
Ill.

POTNICK, Dorothy
Foreman High School, 3235 N. Leclaire Ave.,
Chicago, Ill.

QUINN, Miss Marian Catherine
Dept. of Spec. Serv., Catholic Charities of
Archdiocese of Chicago, 126 N. Desplaines St.,
Chicago 6, Ill.

WELSCH, Rosemary
7130 S. Hermitage Ave., Chicago, Ill.

WETHERELL, Joan
Spalding School, 1628 W. Washington Blvd.,
Chicago, Ill.

WINFRED, Sister M., O.S.B.
St. Hilary Day School f/t Blind, 5626 N. Fair-
field Ave., Chicago 45, Ill.

SHIPP, Carol J.
11th and Union, Chicago Heights, Ill.

WARREN, Miss Sandra
401 E. 32nd St., Apt. 1413, Chicago, Ill.

RIZZATO, Mary Ann Theresa
1335 S. 50th St., Cicero 50, Ill.

*\$PEARSON, Dr. Margaret (Class AAA)
140 Carroll Ave., Apt. C-4, DeKalb, Ill. 60115

FORD, Clara G.
1024 Oakwood, Des Plaines, Ill.

LEAVITT, Marlon E.
203 Lincoln Way, Dixon, Ill.

CARTER, William K.
2309 N. 72nd Ct., Elmwood Park, Ill.

BARANY, Andrew Julius
Dawes School, Oakton & Dodge, Evanston, Ill.

MALAMAZIAN, John D.
3322 Atlantic, Franklin Park, Ill.

ALDRIDGE, Mrs. Henry
1244 W. College Ave., Jacksonville, Ill.

ANDERSON, Roger G.
Ill. Braille & Sight Saving School, Jackson-
ville, Ill.

BEARD, Mrs. Helen
1601 Hardin, Jacksonville, Ill.

BOSSARTE, Mrs. Pryor
923 Edgehill Rd., Jacksonville, Ill.

COREY, Mrs. Sue
229 Finley, Jacksonville, Ill.

CRESS, Mrs. Doris
4 N. Crescent Dr., Jacksonville, Ill.

CURTIS, Mrs. Ruth
Ill. Braille & Sight Saving School, 658 E.
State St., Jacksonville, Ill.

DIETRICH, John
1157 W. Lafayette, Jacksonville, Ill.

DIETRICH, Mrs. Sarah
1157 W. Lafayette, Jacksonville, Ill.

DOBSON, Doris Baptist
731 Allen, Jacksonville, Ill.

GARMAN, Alice Rhoades
1424 Center St., Jacksonville, Ill.

GODBEY, Mrs. Roland
935 W. Douglas, Jacksonville, Ill.

HALICZAR, Sy
Ill. Braille & Sight Saving School, 658 E.
State St., Jacksonville, Ill.

HARTONG, Mrs. Jack
511 Woodland, Jacksonville, Ill.

HILL, Miss Lenah
1035 Grove, Jacksonville, Ill.

HOLMES, Mrs. Ruth
1620 Chilton, Jacksonville, Ill.

ILLINOIS Braille and Sight Saving School
658 E. State St., Jacksonville, Ill.

KING, Mrs. Carol
1211 Edgehill Rd., Jacksonville, Ill.

LITWILLER, Clifford
727 E. State St., Jacksonville, Ill.

LONG, Mrs. Elizabeth
Ill. Braille & Sight Saving School, Jackson-
ville, Ill.

MACNEIL, Linda D.
Ill. School for Deaf, Jacksonville, Ill.

McGUIRE, Miss Rose
232 Park, Jacksonville, Ill.

MEYER, Henry J.
807 S. East St., Jacksonville, Ill.

MORIARTY, Donald
Ill. Braille & Sight Saving School, Jackson-
ville, Ill.

OBERT, Mrs. Alma
217 W. Greenwood, Jacksonville, Ill.

O'MEARA, Miss Mary
1232 S. East, Jacksonville, Ill.

POKRWINSKI, Mrs. Sarah
Ill. Braille & Sight Sav. Sch., Jacksonville, Ill.

POTTS, Mrs. Mary C.
Ill. Braille & Sight Sav. Sch., Jacksonville, Ill.

PUGH, Jennie Morgan
672 Grove, Jacksonville, Ill.

REID, Mrs. Norma
1911 Mound Rd., Jacksonville, Ill.

- RHOADES, Helen B.
477 S. East St., Jacksonville, Ill.
- RUSSEL, Miss Miriam
218 Westminster, Jacksonville, Ill.
- SCHUMACHER, Miss Laura
819 E. State St., Jacksonville, Ill.
- SHAKER, Miss Marie
946½ N. Church, Jacksonville, Ill.
- SITTLER, Mrs. Willard
1054 E. State St., Jacksonville, Ill.
- SVOB, Mr. Thomas
411 N. Fayette, Jacksonville, Ill.
- SWEENEY, Miss Helen M.
818 S. Main, Jacksonville, Ill.
- WARREN, Mrs. Mary K.
1011 W. College, Jacksonville, Ill.
- *WEAR, Helen
734 E. State St., Jacksonville, Ill.
- §WEGEHOF, Mrs. Jane (Class AA)
352 Webster, Jacksonville, Ill.
- WESSEL, Theodore H.
Ill. Braille & Sight Sav. Sch., Jacksonville, Ill.
- WILCOX, Everett
Ill. Braille & Sight Sav. Sch., Jacksonville, Ill.
- WITMER, Mrs. Beatrice
307 Finley, Jacksonville, Ill.
- §LINDGREN, Miss Ruth Ann (Class AA)
Farragut School, Wilcox & Glenwood, Joliet, Ill.
- WEIZSAECKER, Alice Patricia
Hotel Kaskaskia, Room 303, LaSalle, Ill. 61301
- HARMON, Virginia H.
Lincoln School, 156 W. St. Charles Rd., Lombard, Ill. 60148
- SPROAT, Bonnie Ellen
R. R. #1, Mokena, Ill.
- HOLLIS, Mary
313 S. E. St., Monmouth, Ill.
- LANGE, Mrs. Lila L.
8300 Gross Point Rd., Morton Grove, Ill.
- NORRIS, Mildred M.
1429 Birch Dr., Mt. Prospect, Ill.
- PETERS, Mrs. Halcyon
Prospect High School, 801 W. Foundry Rd., Mt. Prospect, Ill.
- CLAPP, Miss Louise Lucella
311 S. Main, Normal, Ill. 61761
- MILNER LIBRARY
Ill. State Normal Univ., Normal, Ill.
- McDONALD, Irene Dorothy
Box 13, Barton Hall, Normal, Ill.
- PETERSEN, Sonya
Metcalf Elementary School, Normal, Ill.
- KIZAUR, Kathryn
216 N. Ridgeland, Oak Park, Ill.
- ELIM Christian Sch. for Exceptional Children,
13020 Central Ave., Palos Heights, Ill.
- §DAVIS, Mrs. Patricia Ann (Class AA)
323 Polk, Pontiac, Ill.
- CONSTANT, Mrs. Carolyn
13706 Wallace St., Riverdale 27, Ill.
- KYLE, Annie M.
Julia Lathrop Sch., 2600 Clover, Rockford, Ill.
- BRYAN, Dorothy D.
Dept. of Public Instruction, 316 S. 2nd St., Springfield, Ill.
- CARGILL, Floyd
216 W. Miller St., Springfield, Ill.
- MYERS, James Joseph
1710 S. Fifth St., Springfield, Ill.
- THE Hope School for the Blind
233 W. Monroe St., Springfield, Ill.
- TRETAKOFF, Maurice
Hazel Lane, R. R. #3, Springfield, Ill.
- BATEMAN, Dr. Barbara
1003 W. Nevada, Urbana, Ill.
- TINKHAM, Robert Allan
U. of Ill., 330 Gregory Hall, Urbana, Ill. 61803
- EDWARDS, Luella A.
R. R. #1, Waverly 3, Ill.
- HEWITT, Nellie M.
4060 Ellington, Western Springs, Ill.
- EVANS, Frances Mable
140 S. Mechanic, Winchester, Ill.
- SMITH, Vivian Greeley
R. R. #2, Winchester, Ill.
- ADAM, Mr. Heinz
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.
- BERMAN, Marcia
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill. 60093
- BUTOW, Margaret
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill. 60093
- CULLIN, Dick
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.
- GRAVES, Sue Hoffman
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill. 60093
- HADLEY School for the Blind
700 Elm St., Winnetka, Ill. 60093
- HATHAWAY, Mr. Donald W.
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.
- KINNEY, Mr. Richard
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.
- LANGFORD, Robert
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.
- VETTERICK, Mrs. Annette
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.
- WALLOR, Robert
Hadley Sch. f/t Blind, 700 Elm St., Winnetka, Ill.

INDIANA (42)

- MOCK, Mr. Arlo W.
R. R. #2, Carmel, Ind.
- MOSELE, Arthur P.
842 Auman Dr., Carmel, Ind.
- MOSELE, Mrs. Irene
842 Auman Dr., Carmel, Ind.
- REED, Jean
640 1st Ave., N.E., Carmel, Ind.
- ROTH, Mrs. Eva
671 2nd Ave., N.E., Carmel, Ind.
- TOTTLEBEN, Alberta
630 N. Range Line Rd., Carmel, Ind.
- REINARTS, Mary A.
Harrison Sch., 4407 Magoun, E. Chicago, Ind.
- §CASKEY, Carma Norrick (Class AA)
861 S. Villa Dr., Evansville, Ind. 47714
- MILES, Mrs. Geraldine Y.
Culver School, 1300 Judson St., Evansville, Ind. 47713
- §MASOODI, Mr. Bashir A. (Class AA)
William M. Chase School, 711 Chase St., Gary, Ind.
- GERICH, Miss Louise
Thomas Jefferson School, 6940 Northcote Ave., Hammond, Ind.
- WILLIAMS, Emma
8336 Grace St., Highland, Ind.
- APPLETON, Dr. Kenneth G.
Ind. School f/t Blind, 7725 N. College Ave., Indianapolis, Ind.

ASHMAN, Sarah
7725 College Ave., Indianapolis, Ind. 46240

BENEFIELD, George, Jr.
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis, Ind. 46240

DIGGS, Mrs. Pearl C.
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis 20, Ind.

DISHINGER, Rose
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis, Ind.

DUNCAN, Donald
7725 College Ave., Indianapolis, Ind. 46240

FLORINE, Patricia
6482 N. College, Indianapolis, Ind.

FULMER, Becky
7725 College Ave., Indianapolis, Ind. 46240

GIBSON, Mrs. Amanda
1502 Martindale Ave., Indianapolis, Ind.

HANLEY, Ray
5154 Elmhurst Dr., Indianapolis, Ind. 46226

HAUCK, Ethel B.
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis, Ind. 46240

HUTCHINSON, D. A.
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis, Ind.

INDIANA School for the Blind
7725 College Ave., Indianapolis 20, Ind.

JONES, Mrs. Gladys
7725 College Ave., Indianapolis, Ind. 46240

§JONES, Mrs. Vivian (Class AA)
7725 College Ave., Indianapolis, Ind. 46240

KEEVIL, Edna
7725 College Ave., Indianapolis, Ind. 46240

KLAIN, Bertha
5920 Staughton Dr., #3 B, Indianapolis, Ind.
46226

*§MARTUCCI, Ernest Anthony (Class AA)
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis, Ind.

MAYFIELD, Miss Emma
7725 N. College Ave., Indianapolis, Ind.

§MINOR Harriet (Class A)
6126 Compton St., Apt. 13, Indianapolis, Ind.

O'MEARA, Ann
7725 College Ave., Indianapolis, Ind. 46240

RAGER, Blanche L.
Ind. School f/t Blind, 7725 N. College Ave.,
Indianapolis, Ind. 46240

WALKOWSKI, Leonard
7035 Evanston, Indianapolis, Ind.

§WHITEMAN, Judith (Class A)
1134 N. Tuxedo, Indianapolis, Ind.

§WOODWARD, Lola M. (Houseparent Class A)
Ind. School f/t Blind, 7725 College Ave.,
Indianapolis, Ind.

MOSELEY, Mrs. Mamie Ray
336 Johnson Rd., LaPorte, Ind.

FISHER, Nell
309 Georgia St., Sheridan, Ind.

SIMMONS, Joyce
1213 California, South Bend, Ind.

PURCELL, Carl C.
1516 S. 25th, Terre Haute, Ind.

§WALKER, Miss Georgia (Class AA)
R. R. #1, Westfield, Ind.

IOWA (53)

KINNEY, Kathleen
924 State St., Apt. 7, Bettendorf, Ia. 52722

McBRIDE, Mrs. George
1208 Lynnwood, Burlington, Ia.

LUSTICK, Vernon
134 F Ave., N.W., Cedar Rapids, Ia.

BOWERS, Carol
State Board of Regents, Des Moines 19, Ia.

EATON, Mr. Kenneth L.
Div. of Spec. Educ., State Off. Bldg., Des
Moines 19, Ia.

LAGERQUIST, Dorothy K.
Smouse School, 28th & Center, Des Moines,
Ia. 50312

ALLGOOD, Howard
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

BOLTON, Mrs. Elsie
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

COLEMAN, Miss Frankie M.
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

§DOTZAUER, Robert (Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

§ERWIN, Patricia (Class A)
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

FYE, Esther
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

§GALLOWAY, Kathryn (Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

GEISELHART, Mrs. Lorene
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

GIBSON, Birdice
1003 B Ave., Vinton, Ia.

GOULD, Elaine
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

§GRUPP, James (Class A)
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

§HALL, Clark (Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

§HALL, Vivian (Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

HAMLING, John W.
1002 G Ave., Vinton, Ia.

HARMON, Miss Lucille
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

HILTON, Mrs. Vera
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

HITE, Mrs. Mabel
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

§HOLMES, Dennis (Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia.

HUBER, Mr. Edward
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

IOWA Braille and Sight Saving School
1002 G Ave., Vinton, Ia.

*IVERSON, Lee
Ia. Braille & Sight Sav. Sch., Vinton, Ia.

§KAKAC, Mr. Jerald (Class A)
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

KLOSTERMANN, Joseph
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

MUSACK, Marilyn
303½ W. 4th St., Vinton, Ia. 52349

NESBIT, Miss Phyllis
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.

OLDSEN, Carl
Ia. Braille & Sight Sav. Sch., Vinton, Ia. 52349

OSBORNE, Miss Mary
Ia. Braille & Sight Sav. Sch., Vinton, Ia.

- PETERSON, Helen
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- §PETRUCCI, Mrs. Dorothy (Class AAA)
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- PIERCE, Mrs. Esther
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- §POWERS, Mrs. Evelyn (Houseparent Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia.
- §POWERS, Mr. W. R. (Houseparent Class A)
Ia. Braille & Sight Sav. Sch., Vinton, Ia.
- REID, Mrs. Esther
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- RECTOR, Mrs. Frances
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- RECTOR, Mr. Harold
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- RICE, Mrs. Lauretta
715 W. Tenth St., Vinton, Ia.
- SHELDON, Rose
603 W. 13th St., Vinton, Ia.
- SMITH, Mrs. Louise
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- STICKNEY, Mrs. Hazel
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- WALDHELM, Mr. Roy
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- WALDHELM, Mrs. Ruth
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- §WALK, Mr. Ernest (Class A)
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- WALKER, Mr. Don L., Prin.
Ia. Braille & Sight Sav. Sch., Vinton, Ia.
- WALTER, Beulah Mae
Ia. Braille & Sight Sav. Sch., Vinton, Ia.
- §WHITEHEAD, Mr. C. D. (Houseparent Pro-
visional A)
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia. 52349
- WILLIAMS, Miss Ruth
Ia. Braille & Sight Sav. Sch., 1002 G Ave.,
Vinton, Ia.
- KLONTZ, William
Ia. Assn. o/t Blind, Box 71, Waterloo, Ia.
- KANSAS (38)**
- STUDT, Lillie
Glasco, Kan. 67445
- AUBEL, Nita Mae
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- CLARY, Janet
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- DUER, Juanita
1100 State Ave., Kansas City, Kan.
- EDMONDSON, Barbara E.
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- FISHER, Cloral
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- FOSTER, Hildegard
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- FRAKES, Glenn
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- FRY, Georgiamae
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- GEORGE, Lillian
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- *GREENWOOD, Violet
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- HANSEN, Robert
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- HARPER, Marie
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan. 66102
- HEIM, Kenneth
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- HEY, Clarence
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- HUDSPETH, Ruth
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- IAMS, Bernice
110 State Ave., Kansas City, Kan.
- JOHNSON, Robert
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- JONES, Nell B.
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- KANSAS School for the Blind
1100 State Ave., Kansas City 2, Kan.
- KROSKY, Mary
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- LIPASEK, Goldie
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- NOLAND, Carol
1100 State Ave., Kansas City, Kan. 66102
- OLSON, D. W., Jr.
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- PARMER, Ernest L.
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- QUICK, Naomi
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- REMELY, William
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- SALTER, Pauline
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- SÄRVER, Kathryn
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- SHOEMAKE, Audrey
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- SMART, Mary
1100 State St., Kansas City, Kan. 66102
- TETER, Lola
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- ULDRYCH, Jean
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.
- VOGEL, Harold
Kan. Sch. f/t Blind, 1100 State Ave., Kansas
City, Kan.

- WILLIS, Winnona
1100 State Ave., Kansas City, Kan.
- *ROBERTSON, Clara H.
312 W. 8th, Topeka, Kan.
- ROBRAHN, Nelda
17th and Arnold, Topeka, Kan.
- PALMER, Martin F.
Institute of Logopedics, 2400 Jardine Dr.,
Wichita 19, Kan.

KENTUCKY (48)

- SCHULKER, Sharon
Frankfort State Hosp. & Sch., Frankfort, Ky.
40601
- GISSONI, Fred L.
Ky. Dept. of Educ., 122 W. High St., Lexington,
Ky.
- AMERICAN Printing House for the Blind, Inc.
1839 Frankfort Ave., Louisville 6, Ky.
- BURTON, James C.
Am. Printing House f/t Blind, 1839 Frankfort
Ave., Louisville, Ky.
- CLARK, Mrs. Lillie
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- COMBS, Mrs. Leola
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- CRAIGMYLE, William
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- DAVIS, F. E., V. Pres. & Gen. Mgr.
Am. Prtg. House f/t Blind, 1839 Frankfort
Ave., Louisville 6, Ky.
- *DAVIS, William F.
Ky Sch. f/t Blind, Louisville 6, Ky.
- DOUGHERTY, Mrs. Blanche W.
Am. Prtg. House f/t Blind, P. O. Box 6085,
Louisville 6, Ky.
- EVANS, Mr. W. D.
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- FOULKE, Dr. Emerson
Dept. of Psychology, U. of Louisville, Louis-
ville, Ky. 40208
- FOX, Mrs. Margaret
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- GALLAGHER, Creta
1867 Frankfort Ave., Louisville, Ky. 40206
- HALBERT, Barbara
318 Crescent Ct., Louisville, Ky.
- HARTOUGH, Jeanette
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- HAYNES, Mrs. Madeline
254 Kennedy Ct., Louisville, Ky.
- HAYNES, Robert L.
Am. Prtg. House f/t Blind, 1839 Frankfort
Ave., Louisville 6, Ky.
- HAYNES, Mr. Roy
254 Kennedy Ct., Louisville, Ky.
- *HOOPER, Marjorie
Am. Prtg. House f/t Blind, P. O. Box 6085,
Louisville 6, Ky.
- HORTON, Mr. C. L.
Ky. School f/t Blind, 1867 Frankfort Ave.,
Louisville, Ky.
- HORTON, Mrs. C. L.
Ky. School f/t Blind, 1867 Frankfort Ave.,
Louisville, Ky.
- HOWSER, Mrs. Dixie
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- HOWSER, L. P., Supt.
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.

- KAUFMAN, Miss Susie
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- KEDERIS, Cleves
1839 Frankfort Ave., Louisville, Ky. 40206
- KENT, Jane T.
Am. Prtg. House f/t Blind, P. O. Box 6085,
Louisville 6, Ky.
- KENTUCKY School for the Blind
1867 Frankfort Ave., Louisville 6, Ky.
- KILGUS, Mrs. Eva
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- LAPPIN, Carl W.
Am. Prtg. House f/t Blind, 1839 Frankfort
Ave., Louisville 6, Ky.
- MAFFET, Miss Hazel V.
Am. Prtg. House f/t Blind, P. O. Box 6085,
Louisville 6, Ky.
- McDANIEL, Helen
127 N. Bellaire Ave., Louisville, Ky.
- McDOWELL, Richard
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- MORRIS, June E.
Am. Prtg. House f/t Blind, P. O. Box 6085,
Louisville 6, Ky.
- NOLAN, Carson
Am. Prtg. House f/t Blind, 1839 Frankfort
Ave., Louisville 6, Ky.
- NOLAN, Dorothy
222 Kennedy Ave., Louisville, Ky.
- RICHARDSON, Mrs. Carolyn
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- RISCH, Imogene
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- SCHEURICH, Glenn, Hd. of Talking Bk. Dept.
Am. Prtg. House f/t Blind, 1839 Frankfort Ave.
Louisville 6, Ky.
- SCHNEIDER, Miss Martha C.
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- SCOGGINS, Mr. J. W.
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- SEATON, Henrietta
324 Kenilworth Ave., Louisville, Ky.
- STAPLETON, Christopher G.
Am. Prtg. House f/t Blind, 1839 Frankfort
Ave., Louisville 6, Ky.
- STATTMAN, Ruth
7 River Hill Rd., Louisville, Ky.
- WASH, Miss Lula May
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- WILSON, Miss Ethlyn
Ky. Sch. f/t Blind, 1867 Frankfort Ave.,
Louisville 6, Ky.
- *WOMMACK, Mrs. Betty
505 Bauer Ave., Louisville, Ky.
- ZICKEL, Virgil
Am. Prtg. House f/t Blind, P. O. Box 6085,
Louisville 6, Ky.

LOUISIANA (35)

- BOLEN, Miss R. E.
8754 Scenic Highway, Baton Rouge, La.
- BOURGEOIS, Clarence
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.
- CATLEY, Mrs. J. S.
1028 Swan St.
Baton Rouge, La.

CLARK, Mrs. Inez J.
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

FUNCHESS, Mrs. K.
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

GILL, W. Crabin
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

HEIN, Harold
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

HITCHCOCK, Rosalie
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

HORNER, Mrs. M. V.
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

JONES, Mrs. Negatha
2444 Harding Blvd., Baton Rouge, La.

KOEGEL, Ruby
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

KRIGER, Albert
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

LANDRY, J. B.
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

LEVY, Mrs. Harold
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

LOUISIANA State School for the Blind
1120 Government St., Baton Rouge, La.

LOUISIANA State School for Negro Blind
Southern Branch P. O., Baton Rouge, La.

MEAUX, Miss Paola
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

MOODY, Miss M. E.
217 Evergreen Dr., Baton Rouge, La.

O'ROURKE, Mrs. Martha
1120 Government St., Baton Rouge, La.

PARENT, Ila
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

POIRRIER, Rose Mary
3350 Lake St., Apt. D-4, Baton Rouge, La.

POSTON, Miss Nannie
La. Sch. f/ t Blind, 1120 Government St.,
Baton Rouge, La.

RAMKE, Dr. Diedrich
4049 N. Blvd., Baton Rouge, La.

RENE, Pauline
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

RICARD, Miss Felice
1005 Osprey St., Baton Rouge 7, La.

ROY, Robert
La. State Sch. f/t Blind, 1120 Government St.,
Baton Rouge, La.

SMITH, Mrs. Ann D.
1120 Gov't. Street, Baton Rouge, La.

TAYLOR, Rebecca
567 Crane St., Baton Rouge, La.

*THEUS, Mrs. I. M.
2465 Harding Blvd., Baton Rouge, La. 70807

FROEBA, Mary Ann
Spec. Educ., Lafayette Parish Sch. Board,
Lafayette, La. 70504

McCOY, Vera Mae
Mansfield Elementary Sch., Mansfield, La.

DeSALLE, Mrs. Leona T., PTA Pres.
1450 N. Robertson St., New Orleans 16, La.

McCUE, Mary L.
1815 St. Claude, New Orleans 16, La.

PINECREST State School
P. O. Box 191, Pineville, La.

*MORRIS, Ouida Fae
Claiborne Sch., 2345 Claiborne Ave., Shreve-
port, La.

MAINE (4)

POLLARD, C. Owen, Director
Dept. of Health & Welfare, Div. of Eye Care
& Spec. Serv., State House, Augusta, Me.

BLIND Children's Resource Center
14 Locust St., Portland, Me.

LOUEDAY, Donald W.
11 Campbell St., Portland, Me.

PINELAND Hospital & Training Center
Pownal, Me.

MARYLAND (98)

GRENIER, Mrs. Edward
10505 Truxton Rd., Adelphi, Md.

ANDERSON, Gordon W.
807 Bradford Ave., Arnold, Maryland

*ANDREWS, Francis M.
Md. Sch. f/t Blind, Baltimore, Md.

ASHWORTH, Mrs. Beatrice
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

ATHEY, Mrs. Ethel
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more, Md. 21236

ARNOLD, Mr. Hugh
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

*BAIRD, Beatrice
Md. Sch. f/t Blind, Baltimore 36, Md.

BAKER, Miss Marie
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more, Md. 21236

BALTER, Mr. Peter
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

*BANKS, Miss Ada
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

BAUGH, Miss Christina
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

BEDSOLE, Mrs. Minnie
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

BENZINGER, Mrs. Emily
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

BRESEE, Mrs. Elizabeth
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

CANAN, Mrs. Pauline
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

CANNON, Mrs. Sallie
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

*CARROLL, Miss Nancy Lee
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

CHAMBERS, Mr. Gerald
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

CLARETE, Miss Fidele
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

CLAYTON, Mr. Isaac
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

CLAYTON, Mrs. Mary
Md. Sch. f/t Blind, 3501 Taylor Ave., Balti-
more 36, Md.

- COTTEN, Miss Gloria
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- COULSON, Mrs. Karen
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- *COX, Miss Lois
Md. Sch. f/t Blind, Baltimore 36, Md.
- DEAN, Miss Myrtle
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- EDGINGTON, Miss Clifton
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- EMERSON, Mr. James
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- FELLERS, Mrs. Vivian
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- FINDLAY, Mrs. Donald
319-A Riverside Ave., Baltimore, Md. 21221
- FORD, Mr. Calvin
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- FORD, Mrs. Peggy
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- GEATER, Miss Zelda
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- GUY, Miss Lena
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- HEGE, Mr. Samuel
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- HINTON, Mrs. Lillie
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- HOPE, Miss Janet
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- JOHNSON, Mrs. Helen
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- JOHNSON, Mr. Hugh
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- JONES, Charles P.
Md. Sch. f/t Blind, Baltimore, Md.
- KOLBEL, Mrs. Margaret
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- LEMONS, Miss Beverly
3501 Taylor Ave., Baltimore 36, Md.
- *LEONARD, Mrs. Dorsey
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MANN, Mrs. Virginia
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MARVEL, Mrs. Mary
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MARYLAND School for the Blind
Taylor Ave., Baltimore 36, Md.
- §McCLINTOCK, Miss Marian (Houseparent Class A)
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- McKERAHAN, Mrs. Geneva
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MEYERS, Mrs. Viola
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- §MILLER, Mrs. Cecile (Houseparent Class A)
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MINTURN, Mrs. Emma
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MITCHELL, Mr. Luther
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- MORIN, Mr. Luis
601 Keyser Bldg., Baltimore, Md. 21202
- NEWHEISER, Mrs. Margaret
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- NIGRIN, Mrs. Helen
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- NITZEL, Willis
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- NOPPENBERGER, Mrs. Edna
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- PORTER, Mrs. Annie
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- PRESBYTERIAN Eye, Ear & Throat Charity Hospital
1017 E. Baltimore St., Baltimore 2, Md.
- RAFFENSPARGER, Mrs. Laura
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- §ROOF, Miss Jayne (Class A)
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- SALCHENBERGER, Stephen
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- SIMMONS, Maynard
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- *SIVITS, Lois
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- SLOAN, Mr. Milton J., Pres.
P.T.A. Md. Sch. f/t Blind, 904 Evesham Ave., Baltimore, Md. 21212
- SMITH, Mr. Gerald
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- SMITH, Mr. James
3501 Taylor Ave., Baltimore 36, Md.
- SPROWLS, Mrs. Emma
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- STAMM, Mrs. Albert, Jr.
238 W. Wolfe St., Baltimore, Md. 21231
- TAYLOR, Mrs. Jean
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- TRAVIS, Florence
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- VOGTS, Mrs. Etta
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- WALKER, Mrs. Mary
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- WARDER, Mrs. Juen
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- WARDER, Mr. William
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- WESTERFIELD, Mrs. May
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.

- WU, Miss Pamela
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- YELTON, Mrs. Ethel M.
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore, Md. 21236
- YOUNG, Mrs. Frances
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- *YU, Mrs. Jane
Md. Sch. f/t Blind, 3501 Taylor Ave., Baltimore 36, Md.
- BLEDSON, C. Warren
8511 Irvington Ave., Bethesda 14, Md.
- FALES, Mrs. Caroline
6502 Stoneham Rd., Bethesda, Md. 20034
- STARIE, Mrs. Dorothy
8118 Old Georgetown Rd., Bethesda, Md.
- ROBINSON, Mrs. Rita
8508 Grubb Rd., Chevy Chase, Md.
- MILLS, Mrs. Esther
Spec. Educ., Educ. Annex, U. of Md., College Park, Md.
- COOLEY, Claiborn L., SFC
E. Coast Relay Sta., Ft. Detrick, Md.
- WILLIAMS, Martha
Board of Educ. of Frederick County, 115 E. Church St., Frederick, Md.
- TURSKA, Carl J.
717 Lewis St., Havre de Grace, Md.
- BROWN, Mr. Gale
Gallatin Street Center, 4205 Gallatin St., Hyattsville, Md.
- FILIPPI, Mr. Michael
4231 Oglethorpe St., Hyattsville, Md.
- GEIGER, Phyllis Hjelm
Gallatin Street Center, 4205 Gallatin St., Hyattsville, Md. 20781
- HAMER, William C.
4905 55th Pl., Hyattsville, Md.
- HYATTSVILLE Elementary School
5311 43rd Ave., Hyattsville, Md.
- *BARNES, Mrs. Frances J.
12705 Atlantic Ave., Rockville, Md.
- PORTER, William Rollins
850 N. Washington St., Rockville, Md.
- BARRETT, Mr. Harry
525 Southampton Dr., Silver Spring, Md.
- TUOZZO, Donald
3506 Kayson St., Silver Spring, Md.
- GREEN, Ivy E.
7403 Hancock Ave., Tohoma Park 12, Md.
- ROBINSON, Dr. H. A.
1555 Duxbury Rd., Towson 4, Md.
- MASSACHUSETTS (142)**
- VERRETTE, Mrs. Joan
4 Gardner Ave., Andover, Mass.
- TAYLOR, Mrs. Kenneth B.
118 Webster St., Arlington 74, Mass.
- REILLY, Mrs. Katherine M.
125 Trapelo Rd., Apt. #1, Belmont, Mass. 02178
- BOSTON Aid to the Blind, Inc.
295 Huntington Ave., Boston 15, Mass.
- BOSTON Nursery for Blind Babies
147 S. Huntington Ave., Boston 30, Mass.
- BOSTON University, School of Education Library, Charles River Campus
332 Bay State Rd., Boston 15, Mass.
- HANLEY, Leo F.
College Reading Center, Boston U., 700 Commonwealth Ave., Boston 15, Mass.
- KENYON, Mrs. Eunice L.
Boston Center for Blind Children, 147 S. Huntington Ave., Boston 30, Mass.
- *LEVEISEUR, Mrs. Frederick J.
293 Marlborough St., Boston 16, Mass.
- MUNGOVAN, John F.
Mass. Div. o/t Blind, 14 Court Sq., Boston 8, Mass.
- RYAN, Thomas C.
4A Shepard Way, Brighton 35, Mass.
- SPAKE, Wilma I.
Boston College, Apt. #2, 15 South St., Brighton, Mass. 02135
- PAQUIN, Rene P.
1863 Beacon St., Brookline, Mass. 02146
- ROBBINS, Nancy
21 Lawrence St., Cambridge, Mass.
- EICHORN, John R.
Boston College, Chestnut Hill, Mass.
- IRWIN, Mary R.
Boston College Peripatology Program, Chestnut Hill 67, Mass.
- MEYER, Marianne
Boston College Peripatology Program, Chestnut Hill, Mass.
- THOMAS, John E.
Boston College Peripatology Program, Chestnut Hill 67, Mass.
- WITHROW, Andrew E.
Boston College Peripatology Office, Chestnut Hill 67, Mass.
- ALLEN, Anne D.
Lincoln School, 439 Pine St., Fall River, Mass.
- MARR, Mrs. Ruth
190 Summer St., Haverhill, Mass.
- LAVERY, Miss Joan
Huckleberry Hill, Lincoln, Mass.
- ROGOSA, Mrs. George
37 Tudor St., Lynn, Mass.
- VIVIAN, Rose M.
223 Clifton St., Malden, Mass.
- FRALEIGH, Lynn A.
John F. Kennedy Elementary Sch., Harvard St., Medford, Mass. 02155
- CARROLL, Rev. Thomas J.
Catholic Guild f/t Blind, 770 Centre St., Newton 58, Mass.
- LONG, Robert E.
Boston College, Newton, Mass.
- JOLLYMORE, Mrs. Edith
811 Boston Rd., Pinehurst, Mass.
- DENT, Miss Eula
25 Alaska St., Roxbury 19, Mass.
- MOYER, Mrs. Elizabeth
273 Water St., Wakefield, Mass.
- HOWE, Eleanor Jeannette
14 Lafayette St., Waltham, Mass. 02154
- ACKERMAN, Anthony
Perkins Sch. f/t Blind, 175 N. Beacon St., Watertown 72, Mass.
- ALBERTSON, Kristin
175 N. Beacon St., Watertown 72, Mass.
- ALBRIGHT, Lynne
175 N. Beacon St., Watertown 72, Mass.
- ALPERT, Mrs. Ruth W.
175 N. Beacon St., Watertown 72, Mass.
- ANTONELLI, Marla-Pia
Perkins Sch. f/t Blind, 175 N. Beacon St., Watertown 72, Mass.
- ARMSTRONG, Miss Paula
Perkins Sch. f/t Blind, 175 N. Beacon St., Watertown, Mass. 02172
- BALE, Susan J.
175 N. Beacon St., Watertown 72, Mass.
- BALLOU, Margaret
Perkins Sch. f/t Blind, Watertown 72, Mass.

- BARBEAU, Bernard
Perkins Sch. f/t Blind, Watertown 72, Mass.
- BAUGUSS, Paul L.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- BEVANS, Mrs. Judith
175 N. Beacon St., Watertown 72, Mass.
- BIRKICHT, B. Jean
175 N. Beacon St., Watertown 72, Mass.
- BLOMBACH, Sally Ann
175 N. Beacon St., Watertown 72, Mass.
- BLUMENTHAL, Elizabeth
175 N. Beacon St., Watertown 72, Mass.
- BORDERS, Annie R.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- CALKINS, Mrs. Evelyn
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- CAMBRIDGE, Mollie
Perkins Sch. f/t Blind, Watertown 72, Mass.
- CARR, Walter P.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- CASTLE, Mrs. Annette R.
175 N. Beacon St., Watertown 72, Mass.
- COHEN, Mitchell
175 N. Beacon St., Watertown 72, Mass.
- COTE, Jacqueline
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- COTE, Jules
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- COWEN, Catherine
Perkins Sch. f/t Blind, Watertown 72, Mass.
- CRESSY, Barbara
175 N. Beacon St., Watertown 72, Mass.
- §CROWLEY, Lillian C. (Class AA)
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- CROWELL, Catherine L.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- *DAVIS, Carl
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- DODGE, Leonard
175 N. Beacon St., Watertown 72, Mass.
- DODGE, Mary
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass. 02172
- DRIBEN, Sandra
175 N. Beacon St., Watertown 72, Mass.
- DUBEY, Mrs. Hilda
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- DURFEE, Sidney B.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- ELLIS, Claude A.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- EMERSON, Elizabeth V.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- ERDMAN, David
175 N. Beacon St., Watertown 72, Mass.
- ERDMAN, Mrs. Margaret
175 N. Beacon St., Watertown 72, Mass.
- ESSEX, Cynthia
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- FOWLER, Miss Marilyn
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- FRESINA, Mrs. John
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- FRIEDMAN, Harry J.
Howe Press of Perkins Sch. f/t Blind, Fifield
St., Watertown, Mass.
- *§GERMAIN, Warren C. (Class AA)
Perkins Sch. f/t Blind, Watertown 72, Mass.
- GRAHAM, Mrs. Marlon N.
175 N. Beacon St., Watertown, Mass.
- GRANT, Mrs. Barbara
175 N. Beacon St., Watertown, Mass.
- GREEN, Julian
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- GREGOIRE, Naomi
175 N. Beacon St., Watertown 72, Mass.
- HEISLER, Mrs. Ruth E.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- HEISLER, Mr. William T.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- HEMPHILL, J. Stephenson
Perkins Sch. f/t Blind, Watertown 72, Mass.
- HILLMAN, Mrs. Ruby E.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- HINES, Mrs. Barbara A.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- HOFF, Joel R.
60 Beachwood Ave., Watertown, Mass.
- HORNER, Charlotte
175 N. Beacon St., Watertown 72, Mass.
- HOWAT, William W.
175 N. Beacon St., Watertown 72, Mass.
- HUFFMAN, Lewis, Jr.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- HUNT, Mrs. Mary L.
175 N. Beacon St., Watertown, Mass.
- INGERSOLL, Dorothy
Perkins Sch. f/t Blind, Watertown, Mass.
- JABLONSKI, Joseph
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- JENKINS, Edward
Perkins Sch. f/t Blind, Watertown 72, Mass.
- JENKINS, Mrs. Stella
Perkins Sch. f/t Blind, Watertown 72, Mass.
- KAMIS, Richard P.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- KENNARD, W. C.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- KNIGHT, Mrs. Helen
Perkins Sch. f/t Blind, Watertown 72, Mass.
- KUIPER, Mrs. Marilyn
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- LONERGAN, Kathleen M.
175 N. Beacon St., Watertown 72, Mass.
- LYSAGHT, Jane
Perkins Sch. f/t Blind, Watertown 72, Mass.
- McAULIFFE, Mrs. Grace
175 N. Beacon St., Watertown, Mass.
- McKAY, Julie
175 N. Beacon St., Watertown 72, Mass.
- McNAMARA, Eileen
Perkins Sch. f/t Blind, Watertown 72, Mass.
- MICHAUD, Armand
Perkins Sch. f/t Blind, Watertown 72, Mass.
- MILK, Leonid
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- MILLER, Margaret I.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- MOORE, Mrs. Evelyn W.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- MORSE, John L.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.

- MORSE, Mrs. Mary
175 N. Beacon St., Watertown 72, Mass.
- NORCROSS, Mrs. Madellene
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- PALMER, Judith
Perkins Sch. f/t Blind, Watertown 72, Mass.
- PERKINS, Marguerite
Perkins Sch. f/t Blind, Watertown 72, Mass.
- PERKINS School for the Blind
175 N. Beacon St., Watertown 72, Mass.
- PETERS, Caroline
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- PHILLIPS, Harriet M.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- PILL, Mrs. Rhoda
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- PROVAN, Mrs. Hazel L.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- QUEENAN, Leo
Perkins Sch. f/t Blind, Watertown 72, Mass.
- *RAPP, Mrs. Audrey (Class AA)
14 Riverside St., Apt. G-1, Watertown, Mass.
- *RAPP, Donald (Class AA)
14 Riverside St., Apt. G-1, Watertown, Mass.
- RUIZ, Miguel C.
175 N. Beacon St., Watertown, Mass.
- SALO, Mrs. Helmi
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- SANTOS, Henry
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- SINCLAIR, Catherine
175 N. Beacon St., Watertown, Mass.
- SHERER, Mrs. Josephine
Perkins Sch. f/t Blind, Watertown 72, Mass.
- *SMITH, Benjamin F.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- SREENAN, Mrs. Rebecca H.
Perkins Sch. f/t Blind, Watertown 72, Mass.
- STENQUIST, Mrs. Gertrude
Deaf-Blind Dept., Perkins Sch. f/t Blind, 175
N. Beacon St., Watertown, Mass. 02172
- STENQUIST, Warner
Perkins Sch. f/t Blind, Watertown 72, Mass.
- STONE, Patricia W.
175 N. Beacon St., Watertown 72, Mass.
- THATCHER, Mr. Thomas E.
175 N. Beacon St., Watertown, Mass.
- THAYER, Miss Eleanor
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- TRYTKO, Adele
Perkins Sch. f/t Blind, Watertown 72, Mass.
- VOLK, Virginia
175 N. Beacon St., Watertown 72, Mass.
- WADELL, Carol
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- WARDWELL, Mrs. Katherine
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- WASSENER, Mrs. Sally B.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown 72, Mass.
- WATERHOUSE, Mr. Edward J.
Perkins Sch. f/t Blind, 175 N. Beacon St.,
Watertown, Mass.
- WATERHOUSE, Mrs. Sina
Perkins Sch. f/t Blind, Watertown 72, Mass.
- WATERMAN, Barbara
175 N. Beacon St., Watertown 72, Mass.
- WHITELAW, Mary
Perkins Sch. f/t Blind, Watertown 72, Mass.
- WILLEY, Dianne E.
175 N. Beacon St., Watertown 72, Mass.
- WOODWORTH, Marlon
Perkins Sch. f/t Blind, Watertown 72, Mass.
- WORTH, Florence J.
175 N. Beacon St., Watertown, Mass.
- McDONALD, Edward H.
149 Beach St., White Horse Beach, Mass.
- SMITH, Mrs. Margaret
93 Sylvester Ave., Winchester, Mass.

MICHIGAN (125)

- OROSZ, Mrs. Karen
6820 Larme, Allen Park, Mich. 48101
- MEEUWSEN, Miss Jane
1322 Hill, Ann Arbor, Mich.
- ROCKWELL, Miss Judy
1735 Washtenaw, Ann Arbor, Mich.
- RICHEY, Miss Rosalie
13098 Angle, Bath, Mich.
- *MARIS, Jennette
10 Gorden Blvd., Battle Creek, Mich.
- MONCREIFF, Margaret Field
3321 Croissant, Dearborn 8, Mich.
- RAMSDELL, Catherine
7848 Charlesworth Rd., Dearborn Heights,
Mich. 48127
- DEMETRAL, Elaine
Franklin Sch., 16745 Biltmore, Detroit 35,
Mich.
- DETROIT Library Commission
5201 Woodward Ave., Detroit 2, Mich.
- FINK, Miss Edna
14112 Forrer, Detroit 27, Mich.
- GOODMAN, William
Metropolitan Soc. f/t Blind, 1401 Ash St.,
Detroit 8, Mich.
- HASLER, Getrude Florence
18034 Murray Hill, Detroit 35, Mich.
- KILLEBREW, Helen E.
Metropolitan Soc. f/t Blind, 1401 Ash St.,
Detroit 8, Mich.
- KIRK, Edith
453 Stimson, Detroit 1, Michigan
- McVAY, Ruth
14321 Freeland, Detroit 27, Mich.
- MONDROW, Mrs. Rhoda (Marcus)
19797 Monte Vista, Detroit 21, Mich.
- NEMZEK, Susellen T.
8421 Marygrove Dr., Detroit 21, Mich.
- OBED, Margery Joyce
7773 Penrod
Detroit 28, Mich.
- PETCOFF, Geraldine
Clark School, 15755 Bremen, Detroit, Mich.
48224
- RETFERFORD, Gwen
College of Educ., Wayne State U., 5425 Sec-
ond Ave., Detroit 2, Mich.
- WISEMAN, Carole Ann
4854 Third, Apt. B-1, Detroit, Mich.
- *YOUNG, Mrs. Maude (Class AA)
Pershing High Sch., 18875 Ryan, Detroit 34,
Mich.
- ALONSO, Mrs. Lou
1031 Larkspur Dr., E. Lansing, Mich.
- EFRON, Joy
1547 K, Sparton Village, E. Lansing, Mich.
- LEPPEK, Marilyn
1209 D, University Village, E. Lansing, Mich.
- ZERBEY, Miss Lynn
421 Abbott Rd., E. Lansing, Mich.

- COLLINS, Mrs. Margaret E.
Durant-Tuuri-Mott Sch., W. Third Ave.,
Flint 3, Mich.
- HALVORSON, Miss Myrtle I.
613 Clifford St., Flint 3, Mich.
- LaFEVER, Miss Eugenie Ida
G-3075 Curtis Dr., Flint 7, Mich.
- MEDLER, Phyllis S.
1518 W. Third Ave., Flint, Mich. 48504
- MILLEDGE, Grace I.
401 E. McClellan St., Flint 5, Mich.
- TIDBALL, Mrs. Marilyn J.
1518 W. Third Ave., Flint, Mich. 48504
- WENTWORTH, Marjorie Ann
1518 W. Third Ave., Flint 3, Mich.
- WHITE, Philip A.
1518 W. Third Ave., Flint, Mich. 48504
- WILLERSHAUSEN, Miss Elizabeth
1518 W. Third Ave., Flint, Mich. 48504
- HORNER, Miss Marilyn Ann
Henry Ruff Sch., Garden City, Mich.
- DeMEESTER, Miss Lois
106 Colfax, N.E., Grand Rapids, Mich.
- BAKER, Nancy Louis
Lacey Sch., 22929 John R., Hazel Park, Mich.
- KULJU, John Reynold
Highland Park High Sch., Highland Park 3,
Mich.
- BRADSHAW, Barbara
2167 Adelpha Ave., Holt, Mich.
- GILMORE, Miss Yvonne
7367 Hollywood, Inkster, Mich.
- BLAHA, Lawrence E.
7017 Green Forest Dr., Kalamazoo, Mich.
- BLASCH, Bruce
Western Mich. U., Kalamazoo, Mich.
- BLASCH, Mr. Donald, Dir.
Western Mich. U., Educ. Serv. Library, Kala-
mazoo, Mich.
- BLAU, Bette
Western Mich. U., Kalamazoo, Mich.
- BRECHT, Judith
Western Mich. U., Kalamazoo, Mich.
- BROWER, James A.
Western Mich. U., Kalamazoo, Mich.
- CROUSE, Robert
Western Mich. U., Kalamazoo, Mich.
- DAHLSTROM, Arthur
Western Mich. U., Kalamazoo, Mich.
- GLATZ, Paul F.
Western Michigan U., Kalamazoo, Mich.
- KATZ, Adeline
Western Mich. U., Kalamazoo, Mich.
- LaDUKE, Robert O.
Western Mich. U., Kalamazoo, Mich.
- *OSSENTJUK, George J. (Class AA)
1108 Cherry St., Kalamazoo, Mich.
- PONDER, Purvis E.
Western Mich. U., Kalamazoo, Mich.
- PROGRAM for Training Home Teachers o/t
Blind. Attn: Mr. Donald Blasch, Director,
Western Mich. U., Kalamazoo, Mich.
- SAGER, Joyce
Western Mich. U., Kalamazoo, Mich.
- TRARBAIGH, Harry
Western Mich. U., Kalamazoo, Mich.
- TILL, Evelyn A.
Western Mich. U., Kalamazoo, Mich.
- VLACHAS, Jean (Class AA)
Northwestern Jr. High, Garland Circle, Kala-
mazoo, Mich.
- WESTERN Michigan University
Educ. Serv. Library, Kalamazoo, Mich.
- ANDERSON, George W.
Mich. Sch. f/t Blind, 715, W. Willow, Lansing,
Mich.
- ANDERSON, Grace
715 W. Willow, Lansing, Mich.
- BENZIE, Lillian
715 W. Willow, Lansing, Mich.
- BISHOP, Ethel M.
Mich. Sch. f/t Blind, 715 W. Willow St.,
Lansing 6, Mich.
- BLAIR, Miss Mary Agnes
Dept. of Pub. Educ., 1108 Tonia St., Lansing,
Mich.
- BULLOCK, John
1224 N. Pine St., Lansing 6, Mich.
- BRUNGER, Joan
Mich. Sch. f/t Blind, 715 W. Willow St.,
Lansing 6, Mich.
- CHARD, Leonard J.
1919 Donora St., Lansing, Mich.
- CRITTENDEN, Alice
715 W. Willow St., Lansing, Mich.
- DeBOER, Jean
715 W. Willow St., Lansing, Mich.
- ERICKSON, Mrs. Laura
Mich. Sch. f/t Blind, 715 W. Willow St.,
Lansing 6, Mich.
- GRAEFF, James
838 Edgemont, Lansing, Mich. 48917
- HARRIS, Olive
1423 Keeney Ct., Lansing, Mich.
- HETHERINGTON, Francis
715 W. Willow, Lansing, Mich.
- HORTON, Agnes
907 Chicago Ave., Lansing, Mich.
- JOHNSON, Beda
715 W. Willow, Lansing, Mich.
- KARNER, Mrs. Lucile W.
508 N. Homer St., Lansing 12, Mich.
- KEYES, Beulah
1306 W. St. Joseph, Lansing, Mich.
- KRIEGER, Elizabeth
715 W. Willow, Lansing, Mich.
- LEFFINGWELL, Lorena
1010 N. Pine St., Lansing, Mich.
- LINDSLEY, Nora
715 W. Willow St., Lansing, Mich.
- LOBDELL, Mrs. Lola
1010½ N. Pine, Lansing, Mich.
- MANLEY, Jesse
1125 N. Capitol, Lansing, Mich.
- MANNING, Ann
213 Rosamond, Lansing, Mich.
- MICHIGAN School for the Blind
715 W. Willow, Lansing 6, Mich.
- NEUMANN, Frederick T.
1538 Forbes, Lansing, Mich.
- ORSZAG, Jeanne
1313 Oak St., Lansing, Mich.
- PETERSEN, Betty Jane
Mich. Sch. f/t Blind, 715 W. Willow St.,
Lansing 6, Mich.
- PETERSON, Ruth
2026 Wellesley Dr., Lansing, Mich.
- PITTMAN, Yvette H.
1212 Hyland, Lansing, Mich.
- POLZIEN, Margaret
715 W. Willow, Lansing, Mich.
- REYNOLDS, R. J.
Mich. Sch. f/t Blind, Lansing 6, Mich.
- ROZNOWSKI, Frank
1315 N. Logan, Lansing, Mich.
- SPENCER, Mrs. Ruth S.
Mich. Sch. f/t Blind, 715 W. Willow, Lansing
6, Mich.

- THOMPSON, Robert H.
715 W. Willow, Lansing, Mich.
- WASHBURN, Zelma
4135 S. Detroit, Lansing, Mich.
- WEIR, Charles
734 Princeton, Lansing, Mich.
- WIEHN, Virginia
1609 Comfort, Lansing, Mich.
- WOLFE, Eldon
1119 Theodore, Lansing, Mich.
- ZARKA, George J.
202 S. Holmes St., Lansing, Mich.
- RANDALL, Miss Karen
5426 N. Main St., Lexington, Mich.
- LENNOX, Ted
Mixter Sch., 3301 Electric Blvd., Lincoln
Park, Mich.
- LIVONIA Public Schools
Div. of Instruction, 15193 Fannington Rd.,
Livonia, Mich.
- ST. CLAIR River Area Program of Coordinated
Educational Services
6660 Short Cut Rd., Attn: Paul B. Mason,
Marine City, Mich.
- MARYSVILLE Public Schools
Marysville, Mich.
- MASSIE, Mr. Dennis
N. Barnes St., Mason, Mich.
- MORRISON, Lydia V.
3070 Edgar Rd., Box 96, Mason, Mich.
- IRISH, Miss Mary
5544 Forest, Monroe, Mich.
- BATCHELDER, Mrs. Dorothy
McGuire Sch., Kay St., Mt. Pleasant, Mich.
48858
- GUY, Nancy
1144 Sanford St., Muskegon, Mich.
- WARE, Beatrice
49209 W. 7 Mile Rd., Northville, Mich., 48167
- RAYNOR, Mrs. Sherry
4086 Dobie Rd., Okemos, Mich.
- TEW, Mr. Vernon
517 E. King, Owosso, Mich.
- MILLER, Miss Linda
324 Center St., Box 52, Petersburg, Mich.
- OAKLAND County Board of Education
(Dr. Paul Thams), 1025 Telegraph Rd., Pon-
tiac, Mich.
- EVANS, Mrs. Mary Jane
73059 Memphis Ridge Rd., Richmond, Mich.
- POCKLINGTON, Harold L.
Leader Dogs f/t Blind, Rochester, Mich.
- ALDEN, Mrs. H. W.
816 Mt. Vernon Blvd., Royal Oak, Mich.
- PARKER, Judith Louise
4426 Bellaire, Royal Oak, Mich.
- HANDLEY School
3021 Court St., Saginaw, Mich.
- *TEWES, Dr. Helen M.
Director, Elementary Educ., Administration
Bldg., 425 S. Warren Ave., Saginaw, Mich.
- TRETHEWAY, Mrs. Helen
2617 Adams Blvd., Saginaw, Mich. 48602
- LAKE Shore Public Schools
23100 Thirteen Mile Rd., St. Clair Shores,
Mich.
- DRAKE, Miss Judith
845 Wisconsin, St. Joseph, Mich.
- BERESH, Miss Loretta
15735 Hilton, Southfield, Mich.
- BICE, Mrs. Oletta M.
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- BRENNAN, Francis
Box 430, Faribault, Minn.
- BROWN, Mrs. Elma Schirmer
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- CASS, Townsend Mills
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- DAMANN, Miss Mary Ann
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- EISINGER, Mrs. Catherine
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- GILLEN, Mr. John
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- HOFF, Paul W.
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- HOOVER, Merton E.
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- KRAMER, Louis L.
Minn. Braille & Sight Sav. Sch., Box 430,
Faribault, Minn.
- LARSON, Miss Jean A.
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- LYSEN, J. C.
Minn. Braille & Sight Sav. Sch., Box 430,
Faribault, Minn.
- MINNESOTA Braille and Sight-Saving School
Faribault, Minn.
- MOREAU, Mrs. Maxine Buckingham
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- OVERLEE, Adelaide
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- PATTEN, Miss Mary Marguerite
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- PETLIN, Miss Mary Lois
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- REINKE, Miss Esther Marion
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- RODE, Thomas
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- SCHEIE, Mrs. Irene
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- THOMPSON, Dorothy
Box 430, Faribault, Minn.
- THOMPSON, Isaac
Minn. Braille & Sight Sav. Sch., Faribault,
Minn.
- WALLE, Mrs. Christian
Box 31, Klester, Minn.
- ANDERSON, Marlys A.
3537 Fremont So., Minneapolis 8, Minn.
- EISENBERG, Robert
623 N. Vincent, Minneapolis, Minn. 55411
- §GAREY, Gay M. (Class AA)
5722 Bryant Ave., S., Minneapolis 19, Minn.
- KENMORE, Jeanne R.
Pattee Hall, 15a, U. of Minn., Minneapolis 14,
Minn.
- OLSON, Mildred H.
4045 Lyndale Ave., N., Minneapolis 12, Minn.

MINNESOTA (32)

FRANTI, Miss Vivian
Bovey, Minn. 55709

SORENSEN, Miss Marilyn
Lee Ave. Sch., 3630 Lee Ave., N., Minneapolis
22, Minn.

TURULA, Helene Gugsberg
1653 E. Montana, St. Paul, Minn. 55106

NUBSON, Martha
Wash. Sch., N.W. Trailer Court, Thief River
Falls, Minn.

MISSISSIPPI (25)

FORD, Dr. Lee
M.S.C.W., Box 206, Columbus, Miss.

AGENT, Mrs. Joan
4025 Carol Ave., Jackson, Miss.

ALEXANDER, Miss Edith W.
927 Poplar Blvd., Jackson, Miss.

ALEXANDER, Marina
927 Poplar Blvd., Jackson, Miss.

ARCHIE, Earnestine
Capers Ave. & Green, Jackson, Miss.

BARNES, Charles B.
1529 Deer Park, Jackson, Miss.

BARNES, DeLois S.
1529 Deer Park, Jackson, Miss.

BLACK, Hennrietta G.
1120 Wiggins St., Jackson, Miss.

BUMPAS, Mrs. Mildred S.
1505 Myrtle St., Jackson, Miss.

FOXX, Martha Louise
Capers Ave. & Green, Jackson, Miss.

HOLCOMBE, Mrs. Bertie
511 Meadowview Dr., Jackson, Miss.

JACKSON, Rudolph
7732 Albermarle, Jackson, Miss.

LaPRADE, Mrs. Sarah
227 Taylor St., Jackson, Miss.

McCANN, Mrs. Harlen
5547 Mimosa Dr., Jackson, Miss.

MISSISSIPPI School for the Blind
1252 Eastover Dr., Jackson, Miss.

NICHOLS, Mrs. Estella B.
Miss. Sch. f/t Blind, Capers & Green, Jack-
son, Miss. 39203

NORMAN, Annie Lee
2101 Barrett Ave., Jackson, Miss.

RAY, Miss Annetta
Miss. Sch. f/t Blind, 1252 Eastover Dr., Jack-
son, Miss.

SMITH, Mr. Claude
135 Taylor St., Jackson, Miss.

SMITH, Mrs. Mazelle E.
135 Taylor St., Jackson, Miss.

STILL, Johnny D.
Miss. Sch. f/t Blind, 1252 Eastover Dr., Jack-
son, Miss.

THAMES, Frances D.
1665 Wilhurst, Jackson, Miss.

TURNER, Mrs. Marjorie
3515 Cowan Pl., Jackson, Miss.

VAN DEVENDER, Mrs. Clinton
4815 Maplewood Dr., Jackson, Miss.

WILSON, Carl S.
1252 Eastover Dr., Jackson, Miss.

MISSOURI (64)

RAGAN, David
Bureau f/t Blind, State Off. Bldg., Jefferson
City, Mo.

FARRELL, Marjory
Dept. of Spec. Educ., 1211 McGee St., Kansas
City, Mo. 64106

§HOELTGEN, Alice (Class AA)
4333 Benton Blvd., Kansas City 30, Mo.

REINTJES, Robert J.
428 E. 65th St., Kansas City 21, Mo.

SPEYER, Mrs. Gwen
Pre. Sch. for Vis. Handicapped, 1508 E. 39th
St., Kansas City 9, Mo.

THOMAS, Ruth
Norman Sch., 3517 Jefferson, Kansas City 32,
Mo.

AMERICAN Association of Instructors of the
Blind, Inc.
2363 S. Spring Ave., St. Louis 10, Mo.

BEST, Lester
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis, Mo. 63110

§BILLINGSLEY, Bonnie (Class A)
3815 Magnolia Ave., St. Louis, Mo. 63110

§BOWMAN, James (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§BUCHMANN, Marie (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

BUNTE, Bessie
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis, Mo.

§BURHOP, Helen (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

BRYANT, Kathryn S.
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis, Mo. 63110

§CALHOUN, Margaret (Class A)
3815 Magnolia Ave., St. Louis, Mo. 63110

§CARPENTER, Elizabeth (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§CHARPIOT, Donald (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§CLAYCOMB, Helen (Houseparent Class A)
3815 Magnolia Ave., St. Louis 10, Mo.

DELTA Gamma Foundation for Visually
Handicapped Children
425 DeBallvere Ave., St. Louis 12, Mo.

EBERHARDT, Alfred
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

EDWARDS, Eugene
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§EVANS, Walter (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§FISHER, Gilbert (Class A)
3815 Magnolia Ave., St. Louis 10, Mo.

FRECKER, Mr. Paul J.
Mo. Sch. f/t Blind PTA, 3963 Magnolia Ave.,
St. Louis, Mo. 63110

§GARDNER, Geneva (Houseparent Provis'l. A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§GEEST, Kenneth (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§GILLES, Gretchen (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

GILLES, Wilbur
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§HARVEY, Mrs. Margaret (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§HARVEY, Montague (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St.
Louis 10, Mo.

§HELTZELL, George D. (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

HENSIC, Leah
3815 Magnolia Ave., St. Louis 10, Mo.

HOOTMAN, Julia
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

JOHNSON, Nellie
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

§KNIERIM, Iva (Houseparent Professional A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

KIRN, Elizabeth
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

*LANTZ, Mr. George
10 Woodcliffe Rd., St. Louis 24, Mo.

LEE, James
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

LIGHTHOUSE for the Blind
2315 Locust St., St. Louis 3, Mo.

§LOGAN, Margaret (Class AA)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

McGOWAN, Ann
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo. 63110

§McKINNEY, Doretha (Class A)
3815 Magnolia Ave., St. Louis, Mo. 63110

§McQUIE, Bob (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

MISSOURI School for the Blind
3815 Magnolia Ave., St. Louis 10, Mo.

§MOIT, Helen (Class A)
3815 Magnolia, St. Louis, Mo. 63110

MURPHY, Ellen
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

§OBRIST, Maude (Houseparent Provisional A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

*OLSEN, Maurice
Am. Assoc. of Instructors o/t Blind, 2363 S. Spring Ave., St. Louis 10, Mo.

PHILLIPS, Mrs. Mollie
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo. 63110

§QUALLS, Mildred E. (Houseparent Provis'l. A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

§QUEENSEN, Alice (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

RAINWATER, Alta
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo. 63110

§RAYMOND, Julia (Class A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

R.I.T.E., Inc.
3948 Potomac St., St. Louis 9, Mo.

ROTH, Mrs. Marjory
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo. 63110

RYAL, Grace
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis 10, Mo.

SCALIA, Lucille
4063 Magnolia Ave., St. Louis, Mo. 63110

§SAMUELS, Maxine (Class A)
3815 Magnolia Ave., St. Louis, Mo. 63110

§SCHULTE, Alma (Class A)
1324 Wells, St. Louis, Mo.

§SWEENEY, Mary C. (Class A)
3815 Magnolia Ave., St. Louis, Mo. 63110

VARBLE, Annette
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo.

VARBLE, Ralph
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo.

WHITE, Joyce M.
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo. 63110

§YOUNG, LaVida (Houseparent Provisional A)
Mo. Sch. f/t Blind, 3815 Magnolia Ave., St. Louis, Mo.

MONTANA (8)

AAMOTH, Lillie
Mont. Sch. f/t Deaf & Blind, Great Falls, Mont.

COX, Elizabeth
Mont. Sch. f/t Deaf & Blind, Great Falls, Mont.

ERIKSEN, Martin
Mont. Sch. f/t Deaf & Blind, Great Falls, Mont.

KENNEDY, Mary Louise
Mont. Sch. f/t Deaf & Blind, Great Falls, Mont.

KOETITZ, Emma
Mont. Sch. f/t Deaf & Blind, Great Falls, Mont.

McDOWELL, Floyd
Mont. Sch. f/t Deaf & Blind, 3800 Second Ave., N., Great Falls, Mont.

MONTANA School for the Blind
3800 Second Ave., N., Great Falls, Mont.

RICHTER, Iva
Mont. Sch. f/t Deaf & Blind, Great Falls, Mont.

NEBRASKA (32)

CHRISTIAN Record Braille Foundation
4444 S. 52nd St., Lincoln, Nebr. 68516

CROSS, Mrs. Jessie
4444 S. 52nd St., Lincoln, Nebr. 68516

§ALLEN, Iris (Class AA)
Nebr. Sch. f/t Blind, Nebraska City, Nebr.

BAUR, Francis J.
824 10th Ave., Nebraska City, Nebr.

§BERNARD, Rose (Class AAA)
Nebr. Sch. f/t Blind, Nebraska City, Nebr.

BRIAR, Ruby Rhoades
824 Tenth Ave., Nebraska City, Nebr. 68410

DANSKIN, Elsie
Nebr. Sch. f/t Blind, Nebraska City, Nebr.

DARLING, Joan L.
824 10th Ave., Nebraska City, Nebr.

*§DAVIS, Roger H. (Class AA)
Nebr. Sch. f/t Vis. Hand., Nebraska City, Nebr.

*§ESCHEN, Ruby (Class AA)
Nebr. Sch. f/t Vis. Hand., Nebraska City, Nebr.

§GERDES, Marie (Class AAA)
Nebr. Sch. f/t Blind, Nebraska City, Nebr.

HALBERT, Opal
824 Tenth Ave., Nebraska City, Nebr. 68410

HALBERT, Olaf
824 Tenth Ave., Nebraska City, Nebr. 68410

HARTSOOK, Marion
Nebr. Sch. f/t Blind, Nebraska City, Nebr.

HEYWOOD, Richard Dale
824 Tenth Ave., Nebraska City, Nebr. 68410

HULBERT, Susan Ann
824 Tenth Ave., Nebraska City, Nebr. 68410

- JOHANEK, Alma, R.N.
Neb. Sch. f/t Blind, Nebraska City, Nebr.
- *KOPACHE, Hellen V. (Houseparent Class A)
Neb. Sch. f/t Vis. Hand., Nebraska City, Nebr.
- McCOY, Leona D.
Neb. Sch. f/t Vis. Hand., Nebraska City, Nebr.
- *MILLER, Lorraine (Class A)
Neb. Sch. f/t Blind, Nebraska City, Nebr.
- *MOORE, Bessie L. (Houseparent Class A)
Neb. Sch. f/t Vis. Hand., 824 Tenth Ave., Nebraska City, Nebr. 68410
- *MOSHER, Marie C. (Class AA)
Neb. Sch. f/t Blind, Nebraska City, Nebr.
- MYER, Mary Ann
824 Tenth Ave., Nebraska City, Nebr. 68410
- NEBRASKA School for the Visually Handicapped
824 10th Ave., Nebraska City, Nebr.
- PASCO, Leona
Neb. Sch. f/t Blind, Nebraska City, Nebr.
- REGLER, Jerry
Neb. Sch. f/t Blind, Nebraska City, Nebr.
- RICHER, Violet M.
824 10th Ave., Nebraska City, Nebr.
- ROACH, Kirby Dale
824 Tenth Ave., Nebraska City, Nebr. 68410
- ROBERTS, Vera E.
824 Tenth Ave., Nebraska City, Nebr. 68410
- *ROLOFF, Lena (Houseparent Provisional A)
824 10th Ave., Nebraska City, Nebr.
- RUBENKING, Roy
824 Tenth Ave., Nebraska City, Nebr. 68410
- *STRADER, Eugene (Class AA)
Neb. Sch. f/t Blind, Nebraska City, Nebr.

NEVADA (3)

- CLARK County School District
P. O. Box 551, Las Vegas, Nev.
- DeSART, Alice T.
624 N. 16th St., Las Vegas, Nev.
- HOLTZMAN, Frank N.
5th St. Sch., P. O. Box 551, Las Vegas, Nev.

NEW HAMPSHIRE (4)

- CHOLETTE, Robert G.
60 School St., Concord, New Hampshire
- PAINE, Mrs. Nel S.
37 Church St., Concord, N. H.
- PETERSON, Darlel
Crotched Mt. Rehab. Center, Greenfield, N. H.
- RAINVILLE, Raymond
Crotched Mt. Rehab. Center, Greenfield, N. H.

NEW JERSEY (29)

- DOVE, Ruth
Johnstone Trg. & Res. Center, Bordentown, N. J.
- GREEN, Marie E.
Johnstone Trg. & Res. Center, Bordentown, N. J.
- HYMAN, Mrs. Nada
112 Wyckoff Rd., Bound Brook, N. J.
- CLARK, Mrs. Alexander B.
Cliff Trall-Fayson Lakes, Butler, N. J.
- BYRAM, Janis Mildred
85 Ann St., Dover, N. J.
- NICHOLS, Althea
251 S. Harrison St., E. Orange, N. J.
- ROSENBERG, Mrs. May P.
145 Chilton Hall, Elizabeth, N. J.

- GORE, George V., III
7 Wesleyan Dr., Hamilton Sq., N. J.
- *KUHN, Mr. Ramon
Box 838, Hopatcong, N. J.
- BURKE, Dorothy M.
2078 Hudson Blvd., Jersey City 5, N. J.
- CHARLES, Sister Marguerite, C.S.J.
St. Joseph's Home f/t Blind, 537 Pavonia Ave., Jersey City 6, N. J.
- IMELDA, Sister M. Rose
253 Baldwin Ave., Jersey City, N. J.
- MAESER, Doris J.
111 Orange Rd., Montclair, N. J.
- STEIDTMAN, Kathleen F.
Hillside Sch., Orange Rd., Montclair, N. J.
- THE Seeing Eye, Inc.
Morristown, N. J.
- WHITSTOCK, Robert
Seeing Eye Dog Exhibitor, Seeing Eye, Inc., Morristown, N. J.
- McGUINNESS, Rev. Richard M.
Mt. Carmel Guild, 99 Central Ave., Newark 2, N. J.
- STOGNER, Pressly Coker
55 Manor Dr., Apt. 6N, Newark, N. J.
- NUZUM, Miss Beryl
420 N. Broadway, Apt. 10, Pitman, N. J.
- HUDDLESTON, Miss Jeanne
49 Union St., Red Bank, N. J.
- KUHN, Charlotte
235 Circle Ave., Ridgewood, N. J.
- LIECHTY, Howard M.
619 Hillcrest Rd., Ridgewood, N. J.
- BELTON, John A.
61 Colonial Ave., Trenton, N. J.
- LAYDEN, Russell G.
Dept. of Educ., 225 W. State St., Trenton, N. J. 08625
- PETRINO, Rose M.
Jr. High Sch. No. 2, Gladstone Ave., Trenton 9, N. J.
- TAYLOR, Miss Josephine
18 Fellswood Dr., Verona, N. J.
- TUZENEU, Elsie M.
17th Ave. & 1st St., W. Belmar, N. J.
- PLEISTER, Evelyn L.
566 Westfield Ave., Westfield, N. J.
- CHASE, Miss Joan B.
5907 Blvd., E., W. New York, N. J.

NEW MEXICO (38)

- BEELER, Earl F.
Box 457, Alamogordo, N. M.
- BINDER, Mrs. Rodella
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- BROWN, Miss Ruby
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- CARMICHAEL, Mrs. Beatrice
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- CARROLL, Rosa Marie
Box 457, Alamogordo, N. M. 88310
- COUNTZ, Victor
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- DANIEL, Mrs. Lillie
Box 457, Alamogordo, N. M.
- DITZLER, Mrs. Clella
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- DITZLER, Harry J.
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.

- EVANS, Mrs. Avice
Box 457, Alamogordo, N. M.
- GUICE, Mrs. Laura
Box 457, Alamogordo, N. M. 88310
- HAMILTON, Edwin
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- HUTCHISON, Mrs. Nova
Box 457, Alamogordo, N. M.
- HYDE, Miss Margaret
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- JENKINS, Mrs. Hazel
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- KEEFE, Roberta L.
Box 457, Alamogordo, N. M. 88310
- LOFTON, Mrs. Eunice
Box 457, Alamogordo, N. M.
- MARTIN, Eva
Box 457, Alamogordo N. M. 88310
- MASON, Mrs. Irma
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- MASON, Worth
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- MAYES, Mrs. Edna
Box 457, Alamogordo, N. M. 88310
- McCLENDON, Mrs. Ada
Box 457, Alamogordo, N. M.
- MOSBY, Mrs. Winnie
Box 457, Alamogordo, N. M.
- NEWMAN, Oscar
New Mexico Sch. f/t Visually Handicapped
Box 457, Alamogordo, N. M.
- NEW Mexico School f/t Visually Handicapped
Box 32, Alamogordo, N. M.
- O'KELLEY, Mrs. W. P.
Box 457, Alamogordo, N. M.
- PATE, Mrs. Opal
Box 457, Alamogordo, N. M.
- QUIMBY, Celia B.
Box 457, Alamogordo, N. M.
- RICKEL, Miss Edwina
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- SMITH, Shirley
Box 457, Alamogordo, N. M. 88310
- SMITH, Mrs. Rebecca
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- *SNEED, J. D.
N. M. Sch. f/t Vis. Hand., Box 32, Alamogordo, N. M.
- TAPIA, Paul
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- TERRY, Mrs. Barbara
N. M. Sch. f/t Vis. Hand., Box 32, Alamogordo, N. M.
- WAYNE, Mrs. Ollie
Box 457, Alamogordo, N. M.
- WILBURN, Floyd Dean
Box 457, Alamogordo, N. M. 88310
- YOUNG, Mrs. Joy
N. M. Sch. f/t Vis. Hand., Box 457, Alamogordo, N. M.
- KOHR, Kenneth C.
1401 LaMora Lane, Albuquerque, N. M. 87105
- KAUTZ, Constance
Allegany Elementary Sch., Maple Ave., Alleghany, N. Y.
- BALLARD, Mr. Byron B.
P. O. Box 8, Batavia, N. Y.
- BETTINGER, M. A.
N. Y. State Sch., Batavia, N. Y.
- BUTTERS, Kathleen E.
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- BRAZIL, La Noel
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- BURTON, Mrs. Vida
N. Y. State Sch., Batavia, N. Y.
- CHRISTNER, Mrs. Genevieve
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.
- CIMINO, Anthony
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.
- CIMINO, Mrs. Verlan
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.
- CRAPKA, Helen Veverka
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- DARGUSCH, Mrs. Lois D.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- DAVIDSON, Mrs. Vivian
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.
- DeMENNO, Mary
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.
- DUPREE, Maynard Joseph
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- EMMANS, Henry
N. Y. State Sch., Batavia, N. Y.
- EYCKE, Miss Elizabeth F.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- FINCH, Frank J.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- FINCH, Mrs. Mildred
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- FONTAINE, Mrs. Alice E.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- FRIDY, Thomas E.
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- GASSMAN, Edith R.
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- GILLONS, Mrs. Cora F.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- GRAPKA, John
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.
- HILKEN, Mrs. Rubye C.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- KLEEHAMMER, Mrs. Florence
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- KOSCHO, Kathleen
N. Y. State Sch., Batavia, N. Y.
- LINTON, Dorris O.
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- MILNER, Lillian Harris
N. Y. State Sch. f/t Blind, Batavia, N. Y. 14020
- MOONEY, Mrs. Muriel K.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- MORTON, Mrs. Anne R.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- MYERS, Mrs. Marian
N. Y. State Sch. f/t Blind, Richmond Ave., Batavia, N. Y.

NEW YORK (171)

- ROOT, Mrs. Ferne K.
Bureau for Hand. Children, Dept. of Educ., Albany, N. Y.

- NEW YORK State School for the Blind
Batavia, N. Y.
- PARADISE, Samuel Francis
N. Y. State Sch. f/t Blind, Batavia, N. Y.
14020
- PATTERSON, Mrs. Mary
N. Y. State Sch. f/t Blind, Richmond Ave.,
Batavia, N. Y.
- PELKEY, Loren A.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- PERKINSON, Miss Jeanne A.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- PERUZZIN, Sophie
N. Y. State Sch., Batavia, N. Y.
- PETROZZI, Charles
N. Y. State Sch., Batavia, N. Y.
- FLOWE, Edward
N. Y. State Sch. f/t Blind, Richmond Ave.,
Batavia, N. Y.
- POSTLETHWAITE, Mrs. Aithea
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- POSTLETHWAITE, Gayton
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- ROSENBERG, Mrs. Mary
N. Y. State Sch., Batavia, N. Y.
- RUFFINO, Charles R.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
14020
- *RUHLAND, Paul M.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- SANBORN, Mr. Leland C.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- SCHLUETER, Alice
N. Y. State Sch. f/t Blind, Batavia, N. Y.
14020
- SCHRAMM, Mrs. Reeta
N. Y. State Sch. f/t Blind, Richmond Ave.,
Batavia, N. Y.
- SEWARD, Mrs. Arlie
N. Y. State Sch. f/t Blind, Richmond Ave.,
Batavia, N. Y.
- SKEET, Anna
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- SONDERICKER, Mrs. Mildred
N. Y. State Sch. f/t Blind, Richmond Ave.,
Batavia, N. Y.
- STEINER, Calvin M.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
14020
- SWANSON, Mrs. Margaret
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- WOOFF, Miss Edna A.
N. Y. State Sch. f/t Blind, Batavia, N. Y.
- ALMA, Sister Rose, O.P.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- ANDRETTA, Mr. Antonio
999 Pelham Parkway, Bronx, N. Y. 10469
- AUDREY, Sister M., O.P.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- BENIGNA, Sister Mary, O.P.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- CHARLES, Helen Shields
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- GERARD, Sister Jean, O.P.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- IGNATIUS, Sister Mary
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- JOHNSON, Mr. Howard
999 Pelham Parkway, Bronx, N. Y. 10469
- LAMB, Margaret Hogan
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- LYONS, Mrs. Elaine D.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- MANDEL, Jack
Bureau of Vis. Hand., 1010 Sherman Ave.,
Bronx 56, N. Y.
- MARIE, Sister Jean, O.P.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- MONATH, Mr. & Mrs. Morris
2000 Anthony Ave., Bronx 57, N. Y.
- REEVE, Marcelle B.
984 Waring Ave., Bronx 69, N. Y.
- TORTORA, John G.
Lavelle Sch. f/t Blind, E. 221st St. & Paul-
ding, Bronx 69, N. Y.
- YOUNG, Lin Mei
999 Pelham Parkway, Bronx, N. Y. 10469
- COLUMBA, Sister Anne, C.S.J.
191 Joralemon, Brooklyn 1, N. Y.
- DeJOHN, Dominic
1072 Bergen St., Brooklyn 16, N. Y.
- GOODMAN, Isabelle F.
211 72nd St., Brooklyn, N. Y.
- KRAMER, Rosanne
81 Ocean Parkway, Brooklyn 18, N. Y.
- MALONEY, Miss Elizabeth Marie
Director-Social Serv., The Industrial Home
f/t Blind, 57 Willoughby St., Brooklyn 1, N. Y.
- PHILLIPS, Miss Jewell K., Dir.
Dept. f/t Handicapped-BBSS & CAS, 285
Schermerhorn St., Brooklyn 17, N. Y.
- SALMON, Peter J.
The Indust. Home f/t Blind, 57 Willoughby
St., Brooklyn 1, N. Y.
- WEINSTEIN, Mrs. Adele G.
P.S. 157, Teacher Class for Blind, 850 Kent
Ave., Brooklyn, N. Y.
- THE Gospel Association for the Blind, Inc.
15-16 122nd St., College Point, N. Y. 11356
- BAKKER, Josina G.
11 Martha Ct., RFD #5, Centerport, N. Y.
11721
- SACHS, Mrs. Harold
409 Spruce Lane, E. Meadow, N. Y.
- MULLIGAN, Miss Marie Jane
2919 170th St., Flushing 58, N. Y.
- ROHAN, Miss Annette L.
7508 Vleigh Pl., Flushing 67, N. Y.
- GUIDE Dog Foundation for the Blind, Inc.
109-19 72nd Ave., Forest Hills, N. Y. 11375
- COHEN, Mrs. Samuel R.
10 Willowbrook Lane, Freeport, L. I., N. Y.
- HOLDEN, Mrs. Mirlam
14 Willowbrook Lane, Freeport, N. Y.
- CHAIKIN, Mrs. Rosalind B.
16 W. Terrace Rd., Great Neck, N. Y.
- DOBER, Yetta
58 Grace Ave., Great Neck, N. Y.
- PROUD, Mrs. Elsa B.
4 Maple Dr., 4-A, Great Neck, N. Y.
- HEVENER, Mary Wolcott
Box 366, Hamburg, N. Y.
- MORRIS, Mrs. Corinne A.
105 Harris Ave., Hewlett, N. Y.
- BATY, Mrs. Madeline
24 Penataquit Pl., Huntington, L. I., N. Y.
- QUINLAN, George W.
Board of Coop. Educ. Serv., 3rd Supervisory
Dist., Suffolk County, Box 338, Huntington,
N. Y.
- MILLER, Sally L.
157 E. Pulaski Rd., Huntington Station, N. Y.

- BLIEBERG, Robyn
3515 75th St., Jackson Heights, N. Y.
- GUNDERMAN, Mrs. Mary Hines
164 - 27 86th Rd., Jamaica 32, N. Y.
- GALISDORFER, Lorraine
217 Warren Ave., Kenmore 17, N. Y.
- *HAHS, Shirley
Box 982, Lake Ronkonkoma, N. Y.
- BROWN, Harry
2085 Jacquelin Ave., N. Bellmore, L. I., N. Y.
- CONNOLLY, Nell
Second Sight — Guide Dog Foundation f/t Blind, 371 Jericho Turnpike, Smithtown, L. I., N. Y. 11787
- KATZ, Mrs. Virginia
2169 Seneca Dr., N., Merrick, L. I., N. Y. 11566
- KEANE, Mrs. Margot B.
20 Penataquit Pl., Huntington, L. I., N. Y.
- ANDERSON, Miss Sallie, Director
Lighthouse Nursery School, 31-65 46th St., Long Island City 3, N. Y.
- *MELKIN, Corinne Pellar
3 Short Lane, Massapequa Pk., N. Y.
- FELDMAN, Caryl R.
2800 Harbor Rd., Merrick, N. Y.
- MATTLDA Ziegler Publishing Co. f/t Blind,
Main St., Monsey, N. Y. 10952
- MAGLIN, Mrs. Jean
Hendrick Hudson High Sch., Montrose, N. Y.
- AMERICAN Foundation for the Blind
15 W. 16th St., New York 11, N. Y.
- BARNETT, M. Robert
150 E. 18th St., Apt. 10A, New York 3, N. Y.
- BELL, Joseph
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- CAMPBELL, Mrs. Patricia M.
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- CARTER, Burnham
Recording f/t Blind, Inc., 121 E. 58th St., New York 22, N. Y.
- CATHOLIC Center for the Blind, Inc.
22 E. 71st St., New York 21, N. Y.
- CHOW, Mrs. Agnes
999 Pelham Parkway, New York 69, N. Y.
- CITY College Library, Periodicals
Convent Ave. & W. 135th St., New York 31, N. Y.
- CONNOR, Frances P.
Teachers College, Columbia U., New York 27, N. Y.
- ELMS, Mrs. Stephen F.
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- FRAMPTON, Dr. M. E.
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- FREID, Dr. Jacob
Jewish Braille Inst. of Am., Inc., 48 E. 74th St., New York 21, N. Y.
- GIBBONS, Helen
National Soc. f/t Prev. of Blindness, 16 E. 40th St., New York 16, N. Y.
- GOODPASTURE, Robert C.
National Industries f/t Blind, 1120 Avenue of the Americas, New York 36, N. Y.
- GUNDERSON, Robert
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- HANDEL, A. F.
Am. Foundation f/t Blind, 15 W. 16th St., New York 11, N. Y.
- HARRISON, Miss Charlotte C.
Library f/t Blind, The N. Y. Pub. Library, 166 Ave. of the Americas, New York 13, N. Y.
- HOARD, Mr. S. W.
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- HOWE, Miss Rebecca
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- THE JEWISH Guild for the Blind
1880 Broadway, New York, N. Y.
- KASS, Dr. Walter
The Jewish Guild f/t Blind, 1880 Broadway, New York 23, N. Y.
- KERNEY, Miss Ellen
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- KREBS, Bernard M.
The Jewish Guild f/t Blind, 1880 Broadway, New York, N. Y. 10023
- LAVELLE School for the Blind
E. 221st & Paulding Ave., New York 69, N. Y.
- NATIONAL Industries for the Blind
Attn: Mr. George H. Park, 1120 Ave. of the Americas, New York, N. Y. 10036
- NATIONAL Society for the Prevention of Blindness, Inc.
16 E. 40th St., New York 16, N. Y.
- NEW York Bible Society
Rev. Y. R. Kindberg, 5 E. 48th St., New York, N. Y. 10017
- NEW York Institute f/t Education o/t Blind
999 Pelham Parkway, New York 69, N. Y.
- N.Y.S. Department of Soc. Welfare, Commission for the Blind
Attn: V. McDonough, 270 Broadway, New York 7, N. Y.
- OPPER, Estelle
32 King St., New York 14, N. Y.
- OSTENDORFF, Miss Margaret
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- PRIOR, Dr. Roger
999 Pelham Parkway, New York, N. Y. 10469
- QUINN, Miss Florence
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- *REIMER, Mr. Norman (Class AA)
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- RODGERS, Carl T.
Am. Foundation f/t Blind, 15 W. 16th St., New York 11, N. Y.
- SALADINO, Miss Lucia
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- SANTANA, Mr. Jose
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- SCHATTNER, Mrs. Regina
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- SMITH, Dwight C.
John Milton Society, 475 Riverside Dr., New York 27, N. Y.
- STROMSTEN, Mr. Martin L.
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- VOORHEES, Arthur L.
15 W. 16th St., New York 11, N. Y.
- WALKER, Roger
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- WERNER, Dorothy
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.
- ZIEGEL, Miss Helen
N. Y. Inst. f/t Educ. o/t Blind, 999 Pelham Parkway, New York 69, N. Y.

HASTINGS, Dr. James R.
Project Dir., State U. College, Oswego, N. Y.

STOKES, Mrs. David R.
2108 Crompond Rd., Peekskill, N. Y.

ACTON, James
438 Beach 124 St., Rockaway Beach 94, N. Y.

WIDERMANN, Persis
249 Beach 127 St., Rockaway Park 94, N. Y.

GRIFFITH, Mrs. Norma
3566 Gulderland Rd., Schenectady 6, N. Y.

*DONLON, Edward T.
Spec. Educ. Bldg., Syracuse U., 805 S. Crouse,
Syracuse 10, N. Y.

KEITH, Raymond Fred
139 Stadium Pl., Syracuse 10, N. Y.

KENDRICK, James C.
Percy Hughes Sch., 345 Jamesville Ave.,
Syracuse 5, N. Y.

KNAPP, Helen Cargill
906 S. Crouse Ave., Syracuse 10, N. Y.

SUTTON, Grace Elizabeth
1015 Madison St., Syracuse, N. Y. 13210

SYRACUSE Assoc. of Workers f/t Blind, Inc.
425 James St., Syracuse 3, N. Y.

TESSLER, Rita
310 Demong Dr., Syracuse, N. Y. 13214

TUCKER, Floyd Charles
330 Ostrom, Syracuse, N. Y.

HALPER, Mrs. Beulah A.
1073 Tulsa St., Uniondale, N. Y.

LOBELL, Mrs. Helen S.
29 Firethorne Lane, Valley Stream, N. Y.

ROBINSON, Leona
Spec. Serv. Sch., 67 Bond St., Westbury, N. Y.

RUHMANN, Mrs. Gertrude O.
J.H.S. 194 154-60 17th Ave., Whitestone 57,
N. Y.

NUSSBAUM, Jeannette
P.S. #9 Fairview St., Yonkers, N. Y. 10703

CAMPBELL, Peter F.
Granite Springs Rd., Box B-2147, R. F. D. #2,
Yorktown Heights, N. Y.

JOANIDES, Carole F.
2731 Strang Blvd., Yorktown Heights, N. Y.

NORTH CAROLINA (82)

DYE, Arthur
704 Louise Ave., Charlotte, N. C.

JORDAN, Martha Eloise
Dept. of Spec. Educ., 401 E. 9th, Charlotte,
N. C. 28202

MECKLENBURG County Assn. f/t Blind, Inc.
704 Louise Ave., Charlotte 4, N. C.

TEAGUE, Mrs. Roberta P.
Dilworth Sch., 405 E. Park Ave., Charlotte,
N. C.

ANDERSON, Mrs. Eugenia
N. C. State Sch. f/t Blind & Deaf, Raleigh,
N. C.

ANTHONY, Eugene
State Sch. f/t Blind, Raleigh, N. C.

ASHCRAFT, Mrs. F. B.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

§BARBEE, Miss Mattie (Houseparent Class A)
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

BARWICK, Mrs. Carol
N. C. Sch. f/t Blind, Raleigh, N. C.

BATEY, Mrs. Mertle
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

BELL, Mrs. Edna
State Sch. f/t Blind, Raleigh, N. C.

BOYKIN, Mrs. Nellie K.
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

BRADLEY, Lawrence B.
3320 Garner Rd., Raleigh, N. C.

BRENDLE, Opal G.
N. C. State Sch. f/t Blind, Raleigh, N. C.

COLE, Samuel J.
N. C. Sch. f/t Blind, Raleigh, N. C.

COLEY, Sarah
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

CURRIN, Gladys
State Sch. f/t Blind & Deaf, Raleigh, N. C.

CREECH, Delton
State Sch. f/t Blind & Deaf, Raleigh, N. C.

CROCKETT, Mrs. Myrtle C.
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

CROCKETT, M. H.
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

DAVIS, Mary W.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

DAVIS, Miss Susie
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

EATMAN, Ida Pearl
State Sch. f/t Blind & Deaf, Raleigh, N. C.

ELLIS, Agnes
State Sch. f/t Blind & Deaf, Raleigh, N. C.

GILMORE, Lucy
State Sch. f/t Blind & Deaf, Raleigh, N. C.

§GOETZE, Mrs. Laurie (Class A)
State Sch. f/t Blind & Deaf, Raleigh, N. C.

GREEN, W. H.
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

§GRIMES, Mrs. Dora B. (Class A)
State Sch. f/t Blind & Deaf, Raleigh, N. C.

§HALL, Mrs. Marian (Class A)
N. C. State Sch. f/t Blind, Raleigh, N. C.

HARLEY, Randall K.
N. C. State Sch. f/t Blind, Raleigh, N. C.

HARRIS, Mrs. Ann Peel
State Sch. f/t Blind & Deaf, Raleigh, N. C.

HARRIS, John D.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

§HARTCOCK, Mrs. Evelyn W. (Class A)
State Sch. f/t Blind, Raleigh, N. C.

HOLDEN, Mrs. Nadena
State Sch. f/t Blind & Deaf, Raleigh, N. C.

HOLT, Mrs. Doris B.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

HOOD, Mrs. Louise
State Sch. f/t Blind, Raleigh, N. C.

HOUSEN, Mrs. Dorothy B.
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

HUNT, Mrs. Lucile H.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

§JACKSON, Mrs. Mildred G. (Class A)
State Sch. f/t Blind & Deaf, Raleigh, N. C.

JARVIS, Mrs. Barbara
N. C. State Sch. f/t Blind Raleigh, N. C.

JENERETTE, Elizabeth M.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

JOHNSON, Miss Audrey
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

JOHNSON, Mrs. Elfreda B.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

JONES, Miss Mozelle
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

JORDAN, Mrs. Mildred
State Sch. f/t Blind & Deaf, Raleigh, N. C.

LANE, Mrs. Irene
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

LATHAM, Mrs. Fannie
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

§LENNON, Miss Elizabeth (Class AA)
State Sch. f/t Blind & Deaf, Raleigh, N. C.

LESTER, Gloria
3320 Garner Rd., Raleigh, N. C.

LEWIS, Mrs. Ethel Ellen
State Sch. f/t Blind & Deaf, Raleigh, N. C.

LYNN, Ethel Mae
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

MALONE, Vernon
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

MANN, Mrs. Phyllis
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

McCOY, Mrs. Nancy
N. C. State Sch. f/t Blind, Raleigh, N. C.

McMILLAN, Miss Mazie
State Sch. f/t Blind & Deaf, Raleigh, N. C.

McNEIL, Mrs. Clara P.
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

MOORE, Miss Martha
N. C. State Sch. f/t Blind, Raleigh, N. C.

MORRISON, Mrs. Frances
State Sch. f/t Blind & Deaf, Raleigh, N. C.

NELSON, Gene
State Sch. f/t Blind & Deaf, Raleigh, N. C.

NELSON, William
N. C. Colored Sch. f/t Blind, Raleigh, N. C.

PEELER, Egbert
State Sch. f/t Blind & Deaf, Raleigh, N. C.

PRATT, Mrs. Orilla
State Sch. f/t Blind & Deaf, Raleigh, N. C.

RAWLS, Mrs. Rachel
State Sch. f/t Blind & Deaf, Raleigh, N. C.

RIVERS, Mrs. Blanche
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

ROBINSON, Miss Martha
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

RUSSELL, Mrs. Hilda
State Sch. f/t Blind & Deaf, Raleigh, N. C.

§SMITH, Miss Anna Jane (Houseparent Class A)
State Sch. f/t Blind & Deaf, Raleigh, N. C.

SPEARS, Mr. Lonnie
State Sch. f/t Blind & Deaf, Raleigh, N. C.

STATE School for the Blind
Ashe Ave., Raleigh, N. C.

STOKES, Mr. George
State Sch. f/t Blind & Deaf, Raleigh, N. C.

STOWE, Herbert
State Sch. f/t Blind & Deaf, Raleigh, N. C.

STREET, Christina
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

STRICKLAND, Mrs. Minnie
301. Ashe Ave., Raleigh, N. C.

STUART, Mrs. Emma B.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

THOMAS, Mrs. Catherleen
State Sch. f/t Blind & Deaf, 3320 Garner Rd.,
Raleigh, N. C.

§WEAVER, Mrs. Martha S. (Class A)
State Sch. f/t Blind & Deaf, Raleigh, N. C.

WHITE, Mrs. Helen A.
State Sch. f/t Blind & Deaf, Raleigh, N. C.

WILLIAMS, Cloyce
State Sch. f/t Blind, Raleigh, N. C.

WINSTEAD, Mrs. Ava W.
State Sch. f/t Blind, Raleigh, N. C.

WOOD, H. A.
N. C. State Commission f/t Blind, P. O. Box
2658, Raleigh, N. C.

YELVERTON, Mrs. Ada Lee
State Sch. f/t Blind & Deaf, Raleigh, N. C.

BUTLER, Mrs. Radford N.
810 Clovelly Rd., Winston-Salem, N. C.

NORTH DAKOTA (11)

HOGGLUND, Mrs. Ruth J.
Wash. Sch., 1725 Broadway, Fargo, N. D.

BERG, Minnie M.
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

HARVEY, Patricia
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

HOWARD, Mrs. Margaret
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

ISZLER, Mrs. Donna Jean
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

JEFFREY, Herbert D.
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

NORTH Dakota School for the Blind
500 Stanford Rd., Grand Forks, N. D.

SAMUELSON, Rose
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

SLORP, Carolyne
500 Stanford Rd., Grand Forks, N. D.

SUNDSTROM, Estyre
N. D. Sch. f/t Blind, 500 Stanford Rd., Grand
Forks, N. D.

AMUNDSON, Curvin V.
1714 9th Ave., W., Williston, N. D.

OHIO (61)

WEST, John N.
1088 Stanwood Ave., Akron 14, Ohio

DANKLEFSEN, Lorena
R. R. #4, Bellevue, Ohio 44811

CHEN, Ruth
Bluffton College, Bluffton, Ohio

SCHON, Miss Ruth G.
P. O. Box 295, 221 S. Beech, Bryan, Ohio
43506

FOHL, Mrs. C. Gordon
4946 18th St., N.W., Canton, Ohio 44708

TEACHER of the Blind
Dennis R. Smith Sch., 1510 Clarendon Ave.,
N.W., Canton 8, Ohio

FROISTAD, Wilmer M.
Cloverbrook Home & Sch. f/t Blind, 6990
Hamilton Ave., Cincinnati, Ohio 45231

GROVES, Benjamin P.
Cincinnati Asso. f/t Blind, 1548 Central
Parkway, Cincinnati 10, Ohio

JAHODA, Milton A.
2726 McKinley, Cincinnati, Ohio 45211

CLEVELAND Public Library
Order Dept., 325 Superior Ave., N.E., Cleve-
land 14, Ohio

CLEVELAND Society for the Blind
2275 E. 55th St., Cleveland 3, Ohio

ROOSEVELT School
551 E. 200th St., Euclid, Cleveland 19, Ohio

ADAMSHICK, Donald
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio

- ALLEN, Gaynell
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- BARLOW, Mrs. Una
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- BUCKLEW, William
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- BUTLER, Mary
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- CLASH, Henrietta
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- DORAN, Stanley R.
619 W. Town St., Columbus 22, Ohio
- DOUGHTY, Bernice
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- DUNCAN, Edwina
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- EISNAUGLE, Evelyn E.
Educ. Specialist, Div. of Spec. Educ., 3201
Alberta St., Columbus 15, Ohio
- *FLANNIGAN, Ruth
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- GAMBER, Mrs. Grayce
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- GROVES, Doris
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- GULLION, Virginia Ann
Columbus Pub. Sch., 270 E. State St., Colum-
bus, Ohio
- HAINES, Donald
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- HAWORTH, Ann
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- HELMLINGER, Mr. Roger
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- HOUCK, Schuyler
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- *HUNT, Mrs. Loetta
373 Arps Hall, Columbus 10, Ohio
- JAGSCH, Helene
36 Glencoe Rd., Columbus 14, Ohio
- KRATZ, Betty
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- LINVILLE, Ruth
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- *MARQUITH, Nellie Sue
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- McDANIEL, Mrs. M.
Ohio State Sch., 5220 N. High St., Columbus,
Ohio 43214
- MURPHY, Deane
5220 N. High St., Columbus, Ohio
- MURPHY, Nolan
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- NIDAY, W. R.
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- OHIO State School for the Blind
5220 N. High St., Columbus 14, Ohio
- *OVERBEAY, Donald W.
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- OVERBEAY, Mrs. Kathleen
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- PETZNER, LeRoy
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- PFANZ, Janice
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- PILOT Dogs, Inc.
625 W. Town St., Columbus 22, Ohio
- *RICE, Ruth J.
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- *RICKMAN, Era Mae
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- ROGERS, Dorothy
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- *RYAN, Bernard
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- SPANGLER, John
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- WILLIAMS, Ruth
Ohio State Sch. f/t Blind, 5220 N. High St.,
Columbus 14, Ohio
- BARCOMB, Doris E.
Goodwill Industries, 201 W. Fifth St., Dayton
2, Ohio
- BEDELL, Annie L.
Grace Greene Sch., 503 Edison, Dayton, Ohio
45417
- HACKENBURG, Greta W.
Grace A. Greene Sch., 503 Edison St., Dayton,
Ohio
- LIGHTCAP, Robert E.
810 Tiffin Ave., Findlay, Ohio
- NICKOLETTE, Albert, Pres.
Harborview Jr's. Club, 1346 W. 11th St.,
Lorain, Ohio 44052
- CALSACY, Marilyn
Wildwood Sch., 3300 Wildwood, Middletown,
Ohio
- CAMPBELL, Myrna Ann
11800 Huffman Rd., Parma Heights 30, Ohio
- AINSWORTH, Alvin
1926 S. Limestone St., Springfield, Ohio
- MAIER, Ruth L.
Board of Educ., Admin. Bldg., Manhattan
& Elm St., Toledo 8, Ohio
- SOPP, Theodore E.
5705 Dover Court, Worthington, Ohio

OKLAHOMA (28)

- BINGHAM, Kathryn
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.
- CARNEY, Nell
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.
- CARNEY, R. E.
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.
- §CARTER, Billie (Class A)
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.
- CARTER, V. R.
Okla. Sch. f/t Blind, Muskogee, Okla.
- CROOK, Dottie
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.
- §FAULCONER, Nell (Class A)
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.
- FOSHOE, Ione
3300 Gibson St., Muskogee, Okla.

GUGEL, Donald
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

§HARRISON, Letha Mae (Class A)
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

LINDSAY, Margaret
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

§MAYCHER, Brookie (Class A)
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

MELDRUM, John
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

§MOSKE, Francis (Class A)
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

MOSKEE, Marjorie
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

OKLAHOMA School for the Blind
Rte. 5, Muskogee, Okla.

O'BARR, Gene
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

O'BARR, Roy
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

§OWENS, Bula Mae (Class A)
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

TARVIN, Perla Mae
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

TUTTLE, Vivian
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

WAY, Lucy
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

WOOD, Grace
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

WRIGHT, Dorothy
Okla. Sch. f/t Blind, Rte. 5, Muskogee, Okla.

CALDWELL, Miss Georgia
Washington Elementary School, 820 W. California, Oklahoma City 12, Okla.

THE Oklahoma State Library
Mrs. E. E. Griffin, Librarian, 109 State Capitol, Oklahoma City, Okla.

ROBERSON, Mrs. Georgia
5444 S. Madison St., Tulsa 5, Okla.

DIRECTOR of Education of Visually Handicapped Children
Tulsa Pub. Sch., P. O. Box 4715, Tulsa 24, Okla.

OREGON (21)

ATZBAUGH, Mary Ellen
Admin. Bldg., 275 E. 7th Ave., Eugene, Ore.

RUCKMAN, Mrs. Violet
3155 Bell Ave., Eugene, Ore.

SCHOOL Dis. #4, Lane County
275 Seventh St., E., Eugene, Ore. 97401

VINING, Avona C.
Route 1, Box 151, Forest Grove, Ore.

LESLIE, Miss Madge
Child Serv. Center, 220 N.E. Beech, Portland 12, Ore.

OREGON State Commission for the Blind
535 S.E. 12th Ave., Portland 14, Ore.

*SUNSERI, Mrs. Juanita F.
1614 S.E. 31st, Portland 14, Ore.

WILLIAMS, Edna L.
Library Assoc. of Portland, 216 N.E. Knott, Portland, Ore. 97212

BROTHERS, Roy J.
Ore. St. Sch., 700 Church St., S.E., Salem, Ore. 97301

GRIFFIN, Lillian
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

KONKA, Mrs. Ruth
700 Church St., Salem, Ore. 97310

McFARLAND, Lucile
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

MILLER, Mary
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

OREGON State School for the Blind
650 Church St., Salem, Ore.

RIGBY, Mrs. Mary
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

RIGGAN, Miss Evelyn M.
700 Church St., Salem, Ore. 97310

ROBERTSON, Mrs. Esse
1150 Rural Ave., S.E., Salem, Ore. 97301

ROWE, Raymond
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

VLASNIK, Mollie
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

WESTENSEE, Effie
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

*WOODCOCK, Charles
Ore. State Sch. f/t Blind, 700 Church St., S.E., Salem, Ore.

PENNSYLVANIA (170)

DeWEESE, Frank L.
Butler County Branch, Pa. Assoc. f/t Blind, 303 W. Cunningham St., Butler, Pa. 16001

COX, H. B.
10 Reesen Rd. Camp Hill, Pa.

SARBAUGH, Mrs. Ruth
57 Seward Lane, Chester, Pa.

STYMEST, Mrs. Ruth A.
Bucks Co. Assn. f/t Blind, 171 S. Main St., Doylestown, Pa.

TEZZA, Jos. S.
Supt. Sch. Officer, 50 N. Main, Doylestown, Pa.

ROBINSON, Basil John
753 Concord Ave., Drexel Hill, Pa.

CAMBRIA County Board of School Directors
220 W. Sample St., Ebensburg, Pa. 15931

GRAEFF, Bernice H.
Midway Elem. Sch., Enola Dr., Enola, Pa.

VEITH, Anita
Joanna Connell Sch., 1820 E. 38th St., Erie, Pa.

*FTORETTI, Doris E.
142 Canterbury Rd., Fairless Hills, Pa.

FELDMAN, Leon
Pa. Off. f/t Blind, Health & Welfare Bldg., Harrisburg, Pa.

FORWARD, Sophy
Dept. of Pub. Wel., Off. for Blind, 7th & Forster St., Harrisburg, Pa. 17120

LONG, Elinor H.
Dept. of Pub. Instruction, Box 911, Harrisburg, Pa.

PEARLMAN, Hannah R.
209 Greene Hall, Harrisburg, Pa.

ULSHAFFER, Miss Gertrude L.
Pa. Assoc. f/t Blind, 2843 N. Front St., Harrisburg, Pa.

§LEIFELD, Carolyn G. (Class AA)
1020 Center St., Jim Thorpe, Pa.

*LOVETT, Miss Mary E.
Kutztown State College, Kutztown, Pa.

BACHMAN, Norman L.
Lancaster County Branch of Pa. Assoc. f/t Blind, 506 W. Walnut St., Lancaster, Pa. 17603

McCAW, Mrs. Sylvia
Montgomery County Sch., Spec. Pupil Serv., S. Bread St., Lansdale, Pa.

COONS, Nala A.
101 Border Rock Rd., Levittown, Pa. 19057

- NORTHAMPTON County Public Schools
106 S. Main St., Nazareth, Pa.
- MOHLER, Mrs. Jean P.
Venango County Branch, P.A.B., 406 W. First
St., Oil City, Pa.
- *GREAVES, Dr. Jessie R.
Royer-Greaves Sch., f/t Blind, 118 S. Valley
Rd., Paoli, Pa.
- HUNTER, Mrs. Johnnie Mae
Royer-Greaves Sch., 118 S. Valley Rd., Paoli,
Pa.
- MIROPOULOU, Evangeline
S. Valley Rd., Paoli, Pa.
- ROYER-GREAVES School for the Blind
118 S. Valley Rd., Paoli, Pa.
- SIGLER, Virginia
Royer-Greaves Sch. f/t Blind, Paoli, Pa.
- ARTHUR, Mrs. Ethel
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- ARTHUR, Mrs. Flora
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia, Pa.
- BALAWENDER, Marcella
5060 City Line Ave., Wynnefield, Apts. B-#3,
Philadelphia 31, Pa.
- *BAUMAN, Mary K.
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- BARKOVICH, Mr. Fred
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- BASSETT, Bridget Balawender
Berkley Court Apts., Apt. #B2, 5040 City
Line Ave., Philadelphia 31, Pa.
- BLUHM, Donna L.
6399 Drexel Ave., Philadelphia, Pa.
- BOYLE, Mr. John
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- CANAN, Miss Virginia
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- CAUFFMAN, Joseph G.
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- CHIELLI, Mr. Joseph
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- CHILDREN'S Center of the Episcopal Church
225 S. Third St., Philadelphia, Pa.
- CORNWELL, Miss Christine
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- CURTIN, Neale R.
Pa. Working Home & Phila. Assn. f/t Blind,
36th & Lancaster Ave., Philadelphia, Pa. 19104
- *DAVIDOW, Dr. Mae
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia, Pa.
- DEAVER, Miss Margaret
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- ELDER, Mr. Byron
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- FARRELL, Mrs. Mary
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- FRANZEL, Adeline
136 W. Allens Lane, Apt. E-1-C, Philadelphia,
Pa. 19119
- FREE Library of Philadelphia
Library f/t Blind, 17th & Spring Garden Sts.,
Philadelphia 30, Pa.
- FREUND, Mrs. Elisabeth
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- GEISMANN, Mrs. Mary
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- GEORGE, Miss Martha
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- HALPERN, Clara
5711 N. 13th St., Philadelphia 41, Pa.
- HARBAGE, Henry
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- HARRIS, Mr. Herbert
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- HOAG, Mr. John
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- HOBSON, Miss Marie
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- HOFFMAN, Mrs. Augusta
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- KAUFMAN, Miss Evelyn
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- KERR, Mrs. Harriette M.
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- KERR, Joseph J., Ast. Principal
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- KERR, Mr. Joseph J., Jr.
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- KING, Mrs. Emma
64th St. & Malvern Ave., Philadelphia 51, Pa.
- LOCUSON, Miss Agnes
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- LOGAN School
17th & Lindley Ave., Philadelphia 41, Pa.
- MALATESTA, Joanne
Upsal Day Sch., 220 W. Upsal St., Philadel-
phia 44, Pa.
- McCREA, Mr. George
Overbrook Sch. f/t Blind, 64th St. & Malvern
Ave., Philadelphia 31, Pa.
- McKAY, Mrs. Elizabeth
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- MILLER, Mrs. Teresa
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- MISNER, George A.
Overbrook Sch. f/t Blind, 64th St. & Malvern
Ave., Philadelphia 31, Pa.
- MOLLER, Miss Marilyn A.
Adams House, B-1124 City Line Ave., Phila-
delphia 31, Pa.
- MORAN, Mrs. Anne
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- MORGAN, Mrs. Edna
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 51, Pa.
- MURPHY, Mrs. Mildred
Overbrook Sch. f/t Blind, 64th & Malvern
Ave., Philadelphia 31, Pa.
- MURRAY, Miss Edith
Overbrook Sch. f/t Blind, 64th & Malvern,
Philadelphia, Pa.
- NAPIER, Mr. Charles S.
1705 N. Park Ave., Philadelphia, Pa. 19122
- NAPIER, Mrs. Grace D.
1705 N. Park Ave., Philadelphia, Pa.

- NESS, Myron
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- OSBORNE, Miss Martha
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- OVERBROOK School for the Blind
64th St. & Malvern Ave., Philadelphia 31, Pa.
- PATTERSON, Miss Josephine
Overbrook Sch., 64th & Malvern Ave., Philadelphia 31, Pa.
- THE PENNA. State College of Optometry
6100 N. 12th St., Philadelphia, Pa. 19141
- POLLOCK, Mrs. Clara
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 51, Pa.
- RUDOLPH, Mr. David
Overbrook Sch. f/t Blind, 64th & Malvern, Philadelphia, Pa.
- RUDOLPH, Mrs. Ruth
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 51, Pa.
- SARLO, Mrs. Marta
Overbrook Sch. f/t Blind, 64th St. & Malvern Ave., Philadelphia 31, Pa.
- SHELLY, John
Logan Sch., 17th & Lindley, Philadelphia 41, Pa.
- SHOBER, Mr. George
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 51, Pa.
- SIGAFOOS, Mrs. Elizabeth
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- SKLAROFF, Mrs. Isabel
T. M. Pierce Sch., 23rd & Cambria, Philadelphia 19, Pa.
- *SINGLETARY, Miss Sarah May
Overbrook Sch. f/t Blind, 64th St. & Malvern Ave., Philadelphia 31, Pa.
- SMITH, Mrs. Louise
64th St. & Malvern Ave., Philadelphia 51, Pa.
- SNYDER, Miss Blanche
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 51, Pa.
- SPEAR, Henry
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- STOUT, Mrs. Alice
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- THORSTENSEN, Roy
Overbrook Sch. f/t Blind, 64th St. & Malvern Ave., Philadelphia 31, Pa.
- TYRELL, Mr. David
Overbrook Sch. f/t Blind, 64th St. & Malvern Ave., Philadelphia 31, Pa.
- VOLUNTEERS Service for the Blind
332 S. 13th St., Philadelphia 7, Pa.
- WEAVER, Miss Constance
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- WHITE, Miss Darlene
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- WHITE, Miss Dorothy
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- WILLS Eye Hospital
1601 Spring Garden St., Philadelphia 30, Pa.
- YICK, Mrs. Margaret
Overbrook Sch. f/t Blind, 64th & Malvern Ave., Philadelphia 31, Pa.
- ANDERSON, Marcella (nee Vandembord)
Western Pa. Sch. for Blind Children, Bayard St. at Bellefield, Pittsburgh 13, Pa.
- §ANDERSON, Norman (Class AA)
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- BALL, Martha J.
The Rehabilitation Center, 5321 Centre Ave., Pittsburgh 32, Pa.
- BOALO, Charles
Western Pa. Sch. for Blind Children, Bayard St. at Bellefield, Pittsburgh 13, Pa.
- CARNGIE Library of Pittsburgh, Blind Div., Allegheny Regional Branch, Fed. & E. Ohio Sts., Pittsburgh 12, Pa.
- CAWOOD, Mrs. Jennie F.
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- CHESTER, Mrs. Isa
Western Pa. Sch. for Blind Children, Bayard at Bellefield Ave., Pittsburgh 13, Pa.
- CIMINO, Joan
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- *CLAYPOOL, Miss Norma
206 Feece Ave., Pittsburgh 2, Pa.
- CONNELL, Mrs. Joseph
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- COPPOLA, Peter J.
Bayard St. at Bellefield Ave., Pittsburgh, Pa. 15213
- DePIERO, Samuel
Bayard St. at Bellefield, Pittsburgh 13, Pa.
- DIRECTOR of Education of Visually Handicapped Children
Parochial Sch. System, DePaul Institute, Castlegate Ave., Pittsburgh, Pa.
- DURCAN, Margaret
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- ESCH, Margaret
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- §EVANCIC, A. H. (Class AAA)
257 McKee Pl., Pittsburgh 13, Pa.
- FERSON, Dr. R. F.
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- FIRRELL, Mrs. Helen
Bayard at Bellefield Ave., Pittsburgh, Pa. 15213
- FIRRELL, Robert
Bayard at Bellefield Ave., Pittsburgh, Pa. 15213
- FOSTER, Mrs. Mary Lou
Western Pa. Sch. for Blind Children, Bayard St. at Bellefield Ave., Pittsburgh 13, Pa.
- FROHOFF, Mrs. Margaret
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- GREASER, Thomas
Bayard at Bellefield Ave., Pittsburgh, Pa. 15213
- GRENNAN, Alice
Western Pa. Sch. for Blind Children, Bayard St. at Bellefield Ave., Pittsburgh 13, Pa.
- IANNUZZO, Kathryn
Bayard St. at Bellefield Ave., Pittsburgh 13, Pa.
- JEFFERS, Robert
Western Pa. Sch. for Blind Children, Bayard St. at Bellefield Ave., Pittsburgh 13, Pa.
- KEISTER, Mrs. Helen
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.
- KEBERLY, Phyllis
Western Pa. Sch. for Blind Children, 201 N. Bellefield Ave., Pittsburgh 13, Pa.

KERNICK, Mrs. Leah
Western Pa. Sch. for Blind Children, 201 N.
Bellefield Ave., Pittsburgh 13, Pa.

KLINEMAN, Mrs. Janet
Bayard St. at Bellefield Ave., Pittsburgh 13,
Pa.

KLOSS, Dr. Alton G.
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

KOSHAN, Robert
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

KOSTIE, Michael J.
Western Pa. Sch. for Blind Children, 201 N.
Bellefield Ave., Pittsburgh 13, Pa.

LEGOSH, Ruth
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

LUST, Mrs. Carolyn
Bayard at Bellefield Ave., Pittsburgh, Pa.
15213

MCCLEARY, Samuel B.
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

MCCRACKEN, Ralph
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

MONTGOMERY, L. C.
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

MONTGOMERY, Mrs. Nellie
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

MOORE, Mrs. Mary W.
166 E. Bruceton Rd., Pittsburgh 36, Pa.

MYERS, Miss Jane
Bayard St. at Bellefield, Pittsburgh 13, Pa.

OKOLOWICZ, John
Bayard at Bellefield, Pittsburgh, Pa. 15213

OZIMEK, Edward
Bayard at Bellefield, Pittsburgh, Pa. 15213

PARKER, Mrs. Ivy
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

PARKER, Joseph C.
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

PATRICK, John
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

PATRICK, Mrs. Sarahellen
Bayard at Bellefield, Pittsburgh, Pa. 15213

PEABODY, Mr. Ralph L.
Dept. of Spec. Educ., U. of Pittsburgh, Pitts-
burgh, Pa. 15213

REEBEL, Sylvia
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

REED, Elizabeth
Bayard at Bellefield, Pittsburgh, Pa. 15213

REID, Dr. L. Leon
920 Schenley Hall, U. of Pittsburgh, Pitts-
burgh, Pa. 15213

ROBERTSON, Esther
Bayard St. at Bellefield, Pittsburgh 13, Pa.

ROMETO, Mrs. Hazel
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

ROXBURY, Gladys
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

SIMPSON, Mrs. Margaret
Bayard at Bellefield, Pittsburgh, Pa. 15213

SPRINGER, Ann
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

STEVENS, Mrs. Arlie
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

STEVENS, Mrs. Pearl
Bayard at Bellefield, Pittsburgh, Pa. 15213

WASSERMAN, Joe
Western Pa. Sch. for Blind Children, Bayard
St. at Bellefield Ave., Pittsburgh 13, Pa.

WESTERN Pennsylvania School for Blind
Children
Bayard at Bellefield Ave., Pittsburgh 13, Pa.

WOLFE, Herbert J.
Western Pa. Sch. for Blind Children, Pitts-
burgh 13, Pa.

HOOVER, Mrs. Bernice
1028 Sonman Ave., Portage, Pa.

BERKS County Assoc. for the Blind, Inc.
2020 Hampden Blvd., Reading, Pa.

HILLWORTH, Marlon G.
Berks Co. Assoc. f/t Blind, 2020 Hampden
Bldv., Reading, Pa.

SHEARON, Thomas W.
Westmoreland County Sch., 409 Coulter Ave.,
S. Greensburg, Pa.

FAYETTE County Assn. f/t Blind
51 N. Mt. Vernon Ave., Uniontown, Pa.

PRICE, Leroy, Executive Director
Lycoming County Assoc. f/t Blind, P. O. Box
537, Williamsport, Pa.

MORGAN, Robert C.
776 Southern Rd., York, Pa.

RHODE ISLAND (1)

ROSATI, Ettore G., Supervisor
Educ. f/t Blind, State Dept. of Educ., Roger
Williams Bldg., Hayes St., Providence, R. I.

SOUTH CAROLINA (26)

WILLIS, Rev. Oliver H.
Rte. #1, Roebuck, S. C.

AYERS, Mrs. Sybil
S. C. Sch. f/t Blind, Spartanburg, S. C.

BRIDGES, Miss Mildred E.
S. C. Sch. f/t Blind, Spartanburg, S. C.

BRUCE, Miss Dorothea
S. C. Sch. f/t Blind, Spartanburg, S. C.

BURLEY, Marvin M.
S. C. Sch. f/t Blind, Spartanburg, S. C.

CARP, Gilbert
S. C. Sch. f/t Blind, Spartanburg, S. C.

CASEY, Mrs. Irene P.
S. C. Sch. f/t Blind, Spartanburg, S. C.

CHAMPION, Mr. David
S. C. Sch. f/t Blind, Spartanburg, S. C.

DAVIS, Mrs. Margaret
S. C. Sch. f/t Blind, Spartanburg, S. C.

FOSTER, Mrs. Lenora
S. C. Sch. f/t Blind, Spartanburg, S. C.

FOWLER, A. J.
S. C. Sch. f/t Blind, Spartanburg, S. C.

GODSHALL, Mrs. Loree
S. C. Sch. f/t Blind, Spartanburg, S. C.

MALLORY, E. P.
S. C. Sch. f/t Blind, Spartanburg, S. C.

MARTIN, Miss Mary Ann
S. C. Sch. f/t Blind, Spartanburg, S. C.

NESBITT, Mrs. Lula Mae
S. C. Sch. f/t Blind, Spartanburg, S. C.

PETTY, Mrs. Phyllis
S. C. Sch. f/t Blind, Spartanburg, S. C.

REYNOLDS, Mr. James
S. C. Sch. f/t Blind, Spartanburg, S. C.

RUSSELL, Lucy B.
S. C. Sch. f/t Blind, Spartanburg, S. C.

SMITH, Mrs. Pauline B.
S. C. Sch. f/t Blind, Spartanburg, S. C.
SOUTH Carolina School for the Blind
Spartanburg, S. C.
SPIGENER, Miss Marion
S. C. Sch. f/t Blind, Spartanburg, S. C.
TURNER, Mrs. Ruth
S. C. Sch. f/t Blind, Spartanburg, S. C.
WALKER, N. F.
S. C. Sch. f/t Blind, Spartanburg, S. C.
WALKER, Dr. W. Laurens
S. C. Sch. f/t Blind, Spartanburg, S. C.
WHITE, A. M.
S. C. Sch. f/t Blind, Spartanburg, S. C.
WILDER, Miss Jane
S. C. Sch. f/t Blind, Spartanburg, S. C.

SOUTH DAKOTA (17)

ANDERSON, Gladys
S. D. Sch. f/t Blind, Aberdeen, S. D.
ATTEBERRY, Doris
S. D. Sch. f/t Blind, Aberdeen, S. D.
CAIN, Peggy L.
S. D. Sch. f/t Blind, Aberdeen, S. D.
*CARKUFF, Alice (Class A)
S. D. Sch. f/t Blind, Aberdeen, S. D.
COWAN, Clare
S. D. Sch. f/t Blind, Aberdeen, S. D.
GRIESS, Mr. Raymond J.
School f/t Blind, Aberdeen, S. D.
*HACK, Walter A.
S. D. Sch. f/t Blind, Aberdeen, S. D.
HARRISON, Sue
S. D. Sch. f/t Blind, Aberdeen, S. D.
HITCHELL, Carolyn
1216 S. Penn, Aberdeen, S. D.
HOLST, Ethel
S. D. Sch. f/t Blind, Aberdeen, S. D.
LARSEN, Esther
School f/t Blind, Aberdeen, S. D.
MILBRANDT, Elmer
S. D. Sch. f/t Blind, Aberdeen, S. D.
MOOG, Mr. Allen J.
School f/t Blind, Aberdeen, S. D.
NORTH, Dean
S. D. Sch. f/t Blind, Aberdeen, S. D.
PARRISH, Mrs. George
S. D. Sch. f/t Blind, Aberdeen, S. D.
SOUTH Dakota School for the Blind
Aberdeen, S. D.
HUFFER, Mrs. Carroll
S. D. Sch. f/t Blind PTA, Rte. #1, Wall Lake,
Hartford, S. D.

TENNESSEE (49)

COLE, Mrs. Lois
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
COOPER, Mrs. Alex
115 Stewarts Ferry Rd., Donelson, Tenn. 37214
Donelson, Tenn.
CROCKETT, Mrs. Willis
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
*DAVIS, Miss Esther (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
*ELLINGTON, Mrs. Opal (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
ELMORE, Mrs. Betty
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Pike,
Donelson, Tenn.
FERGUSON, Mrs. Eva
Tenn. Sch. f/t Blind, Donelson, Tenn. 37214
FORMAN, Miss Hortense
Tenn. Sch. f/t Blind, Donelson, Tenn.
*GORDON, Mrs. A. W. (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
HALE, Miss Margaret
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
HARALSON, James E.
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
*HENDERSON, Miss Freda (Class AAA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
HENDRIX, Roy
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
HARDISON, Mrs. Fanny
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
*HARRIS, Mrs. Frazier (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
HASTING, Mr. W. T.
Tenn. Sch. f/t Blind, Donelson, Tenn.
*LEWIS, Mrs. Marion (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
*MARSHALL, Miss Willette (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
MAYBERRY, Mrs. Pollye
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Pike,
Donelson, Tenn.
*MITCHELL, Mrs. Ruth (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
MITCHELL, Virginia
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
*NICHOLS, Mrs. Elease (Class A)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
*NORTHINGTON, Mrs. Doris (Class AA)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
PADGETT, S. A.
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
PARRIGIN, T. H., Jr.
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn. 37214
RIEGEL, Miss Margaret
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Pike,
Donelson, Tenn.
TENNESSEE School for the Blind
Donelson, Tenn.
WOOD, E. J. (Supt.)
Tenn. Sch. f/t Blind, 115 Stewarts Ferry Rd.,
Donelson, Tenn.
YOUNG, Mrs. Ora
115 Stewarts Ferry Pike, Donelson, Tenn.
BETHEL Grove School
2459 Arlington Ave., Memphis 14, Tenn.
DAWKINS, Mrs. Terrell
1635 E. Shelby Dr., Memphis 16, Tenn.
GALLINA, Martha
1551 Waverly, Memphis, Tenn. 31806
KIERSKY, Mrs. Doris S.
108 St. Andrews Fwy., Memphis, Tenn.
ALLEN, Janet Anne
George Peabody College, 1604 18th Ave., S.,
Nashville, Tenn.

- ASHCROFT, S. C.
George Peabody College for Teachers, Nashville 5, Tenn.
- CAMPBELL, Mrs. Eunice P.
613 Young's Lane, Nashville 7, Tenn.
- CLEARY, Robert
1711 Warfield Drive, Nashville, Tenn.
- CRAVENS, Pamela
Box 531, George Peabody College, Nashville, Tenn.
- ENDRESS, Donna T.
George Peabody College, Box 726, Nashville, Tenn.
- FLYNN, Mrs. Buelah
Box 574, George Peabody College, Nashville, Tenn.
- §HALLIDAY, Patricia Carol (Class AA)
1923 19th Ave., S., Nashville, Tenn.
- LAWRENCE, Dr. G. Allen
637 Medical Arts Bldg., Nashville, Tenn.
- LEVINE, Ann
Box 545, George Peabody College, Nashville, Tenn.
- MONGAN, Mrs. Leota
1215 18th Ave., S., Nashville, Tenn.
- NASHVILLE Workshop for the Blind
State of Tenn., Nashville 9, Tenn.
- REX, Evelyn
George Peabody College, Box 754, Nashville, Tenn.
- WALKER, Mr. Theodore
2711 Larmon Dr., Nashville, Tenn.
- WOOD, Mr. William J.
1507 17th Ave., S., Nashville, Tenn.
- §WRIGHT, Mrs. Rubye Thornton (Class AA)
Howard Sch., 700 S. Second Ave., Nashville, Tenn.
- TEXAS (58)**
- McKINNEY, Sandra Gale
742 Peach St., Abilene, Texas
- ADAMS, Thomasine Beatrice
601 Airport Blvd., Austin 2, Texas
- PEARCE, Mrs. Velma
1800 Chama, Amarillo, Texas
- ALLEN, W. E.
Texas Sch. f/t Blind, W. 45th St., Austin, Texas
- BARRAGA, Mrs. Natalie
Sutton Hall 313, U. of Texas, Austin 12, Texas
- BUDD, Otis
Texas Sch. f/t Blind, W. 45th St., Austin 5, Texas
- COLLIER, Dorothea L.
2206 Leona St., Austin, Texas
- FISHER, Mildred O.
1603 Singleton Ave., Austin 2, Texas
- GALLOWAY, Mrs. L. R.
Texas Sch. f/t Blind, W. 45th St., Austin, Texas
- GOODENOUGH, Forrest
2211 Greenlee Dr., Austin, Texas
- GORHAM, Theresa
3004 Whiteway Dr., Austin, Texas
- GUILMYNOTT, J. A.
601 Airport Blvd., Austin 2, Texas
- GUILMYNOTT, Lucile
601 Airport Blvd., Austin, Texas
- GRIFFITH, Tommie A.
Texas Sch. f/t Blind, W. 45th St., Austin, Texas
- HARWELL, Ruth
4008 Ave. F, Austin, Texas
- HAGOOD, Mrs. G. A.
10305 Walnut Bend, Austin, Texas
- HANCOCK, Louise
1809 W. 39th St., Austin, Texas
- HARLAN, Robert E.
2506 Elm Forest Rd., Austin, Texas
- KING, Norwood
3206 Harris Park Ave., Austin, Texas
- KOPECKY, Daniel
3906 Ridgelea, Austin, Texas
- LAMB DIN, LaVerne
5018 Placid Pl., Austin, Texas
- LANGDON, Mrs. Eddie S.
601 Airport, Austin 2, Texas
- LAWSON, Larry G.
Texas Sch. f/t Blind, Austin, Texas
- LEWIS, F. E.
6302 Wilbur Dr., Austin, Texas
- LEWIS, Lena
3904 Bailey Lane, Austin, Texas
- MALMBERG, Frances
2001 Enfield Rd., Austin, Texas
- McADAMS, Jay C.
Texas Blind & Deaf Sch., 601 Airport Blvd., Austin, Texas
- McCONNELL, William J.
601 Airport Blvd., Austin 2, Texas
- McGEE, Shirley
633-C Camp Craft Rd., Austin 46, Texas
- MEADOR, Kelly L.
1805 Waterston, Austin 3, Texas
- MILES, Arthur
619 W. 31½ St., Austin, Texas
- §MYERS, Georgia M. (Class AA)
2206 Leona, Austin, Texas
- NANCE, Corinne
3305 Clearview Dr., Austin, Texas
- §NORMAN, Della A. (Class AA)
1701 Poquito St., Austin 2, Texas
- ORSAK, John C.
8300 N. Lamar, Austin, Texas
- OWEN, Frances
706 Park Pl., Austin, Texas
- ROSTROM, Mary A.
5516 Joe Sayers, Austin, Texas
- RYAN, Kayelaine
2613 W. 45th St., Austin, Texas
- SMITH, Fred Gene
601 Airport Blvd., Austin, Texas
- SMITH, Madeline
601 Airport Blvd., Austin 2, Texas
- SNELL, Mary M.
2107 Maldon Pl., Austin 2, Texas
- TACQUARD, F. G.
1401 Westover Rd., Austin, Texas
- TEXAS School for the Blind
W. 45th St., Austin 5, Texas
- TIPPS, Esther
4304 Bellvue, Austin, Texas
- WINN, Robert J.
Texas Sch. f/t Blind, W. 45th St., Austin, Texas
- *YOUNG, Charles R.
2116 Lawnmont Ave., Austin 5, Texas
- BLACKWELL, Katie Lee
4301 Highland Ave., Beaumont, Texas
- COLLIER, Miss Margaret H.
4108 Cole Ave., Dallas 4, Texas
- POTTER, Ora H.
2605 Savannah Ave., El Paso, Texas
- FORT Worth Foundation for Visually Handicapped Children
1519 Pruett, Fort Worth, Texas 76110
- §FAULKNER, Laura J. (Class AA)
5245 Ruston, Fort Worth 15, Texas

CARRICK, Robert
Houston Center for Blind Children, 3530 W.
Dallas, Houston 19, Texas

NEWMAN, Miss Adranne
1515 Bissonnet, Apt. #51, Houston, Texas

SMITH, Delores Jean
5601 Royal Palms Dr., Apt. 149, Houston,
Texas

THOMPSON, Mr. Asher J.
P. O. Drawer 1710, Lubbock, Texas

WACO Independent School Dist.
P. O. Drawer 27, Waco, Texas

WADE, Mattie A.
533 Faulkner Lane, Waco, Texas

ADKINS, Carrilee
909 San Francisco, San Antonio 1, Texas

UTAH (18)

GRAFF, Mary B.
Millard County Court House, Fillmore, Utah
84631

ANDERSON, La Rene
849 21st St., Ogden, Utah

*BEERS, Nora Irene
Utah Sch. f/t Deaf & Blind, 846 20th St.,
Ogden, Utah

CRAGUN, Ann
Utah Sch. f/t Deaf & Blind, 846 20th St.,
Ogden, Utah

FENTON, Kate
670 26th St., Apt. 2, Ogden, Utah

FUNK, Mr. Kenneth
904 E. 1100 N., Ogden, Utah

§HOLBROOK, Mrs. Marie (Class AA)
2432 Van Buren Ave., Ogden, Utah

§KURZHALS, Mrs. Ina (Class AAA)
2847 Childs Ave., Ogden, Utah

NOBLE, Mr. Wayne
3862 N. 900 W., Ogden, Utah

*§PETERSON, Mr. Merlin (Class AA)
2264 Madison Ave., Ogden, Utah

RANESES, Joaquin C.
683 E. 1100 N., Ogden, Utah

SALVESEN, Mrs. Virginia
475 Harrop, Ogden, Utah

TEGEDER, Supt. Robert W.
846 20th St., Ogden, Utah

*THOMPSON, R. Paul
Utah Sch. f/t Deaf & Blind, 846 20th St.,
Ogden, Utah

UTAH School for the Blind
846 20th St., Ogden, Utah

ADAMSON, Marion E.
5528 Indian Rock Rd., Salt Lake City 17, Utah

MAXWELL, Miss Lois
755 E. 3030 S., Salt Lake City, Utah

UTAH State Dept. of Public Instruction
Attn. Deputy Supt. Admin., 223 State Capitol,
Salt Lake City, Utah 84114

VERMONT (3)

DIVISION for the Blind
128 State St., Montpelier, Vt.

WALBRIDGE, Howard E.
Div. f/t Blind, 128 State St., Montpelier, Vt.

BOOTH, Mrs. Shirley
Cold River Rd., Rutland, Vt.

VIRGINIA (63)

BROOKS, Maurice B.
4921 Seminary Rd., Alexandria, Va.

HAGLE, Alfred
2608 Ridge Rd. Dr., Alexandria 2, Va.

PREM, Col. Kent
1524 22nd St., S., Arlington 2, Va.

SIMMONDS, Miss Margaret
Page Sch., 1501 N. Lincoln St., Arlington, Va.
22201

GAMBLE, Elizabeth
209 W. Asher St., Culpeper, Va.

CANODY, Mrs. Lucille R.
Rte. 1, Forest, Va.

BANKS, Miss Harriette F.
Va. State Sch., Hampton, Va.

§BOONE, Mrs. Thelma G. (Class A)
Va. State School, Hampton, Va.

§BRADLEY, Mrs. Johnnie D. (Class AA)
18 N. Walker Rd., Hampton, Va.

§BROWN, Mary (Class AAA)
Va. State Sch., Hampton, Va.

BURWELL, Mrs. Doris H.
Va. State Sch., Hampton, Va.

HAYES, Geraldine
6 Spaulding Dr., Hampton, Va.

HOLLOWAY, Mrs. Julia Edmundson
Va. State Sch., Hampton, Va. 23361

*HOLLOWAY, Dr. William J.
Va. State Sch., Hampton, Va.

JONES, Mrs. Annie B.
1112 W. Queen St., Hampton, Va.

SCOTT, Emmet H.
Va. State Sch., Hampton, Va. 23361

THURSTON, Mrs. Evelyn B.
Va. State Sch., Hampton, Va.

VIRGINIA State School
Hampton, Va.

WALLS, William
Va. State Sch., Hampton, Va. 23361

WILLIAMSON, Ramon
Va. State Sch., Hampton, Va.

*BRAY, Robert
Rte. 2, Herndon, Va.

§JONES, Mrs. Cornelia R. (Class A)
1324 26th St., Newport News, Va.

OWENS, Mrs. Ruth J.
3508 Acorn Ave., Newport News, Va.

LOGUM, Mrs. Sol
621 Princess Anne Rd., Norfolk, Va.

BARONE, C. Samuel
Va. Commission f/t Vis. Hand., 3003 Park-
wood, Richmond 21, Va.

*HAUSENFLUCK, Mrs. Maxine
8002 Neuson Ct., Richmond, Va.

ABERNATHY, Miss Louise
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va.

BOWDEN, Mr. Stewart T.
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va.

BOWMAN, Mrs. Mildred
Va. Sch. f/t Blind & Deaf, Staunton, Va.

BROWN, Miss Patricia E.
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va. 24401

BRUCE, Dr. Robert E.
Va. Sch. f/t Blind & Deaf, Staunton, Va.

CASSIDY, Mrs. Howard
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va.

CRAWFORD, Mrs. Shirley
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va.

CULTON, Mrs. Ann S.
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va.

ENGLISH, Mrs. Janet
Va. Sch. f/t Blind, E. Beverly St., Staunton,
Va.

*ENGLISH, William H.
Va. Schl f/t Deaf & Blind, E. Beverly St., Staunton, Va.

FENWICK, Mrs. Elizabeth N.
Va. Sch f/t Blind, E. Beverly St., Staunton, Va.

GILKESON, Miss Ellen
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

HAMRICK, Mrs. Ruby C.
Va. Sch. f/t Blind, Staunton, Va.

HAYES, Mr. Harvey L.
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

HICKMAN, Mr. Preston W.
Va. Sch f/t Blind, E. Beverly St., Staunton, Va.

HINER, Mrs. Ollie H.
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

HOLT, Mrs. C. Jackson
Va. Sch. f/t Blind & Deaf, Staunton, Va.

HUFFER, Miss Lucy
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

KIRACOFFE, Mrs. Louise
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

KURTZ, Mr. Gale
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

OGBURN, Mrs. Joyce
Va. Sch f/t Blind, E. Beverly St., Staunton, Va.

OGBURN, Mr. Leonard
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

PIEPER, Mrs. Frances B.
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

PIEPER, Fred, Jr.
Va. Sch. f/t Deaf & Blind, Staunton, Va.

POWERS, Miss Rachel
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

RINKER, Mr. Elwyn Robert
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

ROBSON, Miss Elizabeth
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

SENABAUGH, Mrs. Edith
Va. Sch. f/t Blind, E. Beverly St., Staunton, Va.

SHINPAUGH, Mr. Joe R.
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

STUBBS, Mrs. Mabel H.
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

THOMAS, Mrs. Jean
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

TRAINUM, Mrs. Nell
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

TYLER, Mr. W. P.
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

WENGER, Mrs. Wilda
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

WIRSING, Mrs. Jean W.
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

WOODRUM, Mrs. Margaret
Va. Sch. f/t Blind, East Beverly St., Staunton, Va.

ZIMMERMAN, Miss Nancy G.
Va. Sch. f/t Blind, E. Beverly, St., Staunton, Va. 24401

WASHINGTON (42)

CAMPBELL, Jeanne
Box 392, Davenport, Wash.

*KIRBY, Mrs. Margaret (Class A)
Marcus Whitman Sch., 1805 Lee Blvd., Richland, Wash.

GORDER, Miss Genevieve
411 Boston St., John Hay Sch., Seattle, Wash.

LARSON, Elizabeth H.
John Hay Sch., 411 Boston, Seattle 9, Wash.

LIBRARY
Providence Hospital Teaching Unit, 17th and East Jefferson St., Seattle, Wash. 98122

SADLER, Arnold
5250 Rainier Ave., S. Seattle 18, Wash.

SEATTLE School District No. 1
815 Fourth Avenue North, Seattle, Wash. 98109

*SWANSON, Mrs. Marjory E. (Class AA)
John Hay Sch., 411 Boston, Seattle, Wash.

*GREW, Mrs. Marion H.
Tacoma Public Schools Program for Visually Handicapped, 601 So. 8th St., Tacoma 5, Wash.

*SCHNEEBECK, Mrs. Edwin
3020 North Lawrence, Tacoma 7, Wash.

TACOMA Public School District #10
Program for the Visually Handicapped, Tacoma, Wash.

TILLOTSON, Miss Lucille
4913 N. 12th, Tacoma 6, Wash.

PATTERSON, Shirley
Grays Harbor County Dist. 77, Tahola, Wash.

AHLSTEN, Mrs. Einar
Wash. Sch f/t Blind, Vancouver, Wash.

ALLMARAS, Iola
2214 E. 13th, Vancouver, Wash.

*BARNES, Hazel (Class A)
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

BECKMAN, Clara
Wash. Sch. f/t Blind, Vancouver, Wash.

BERHOW, Byron
Wash. Sch. f/t Blind, Vancouver, Wash.

BROSE, Marion
Wash. Sch. f/t Blind, Vancouver, Wash.

CARDEN, Martha F.
Wash. Sch. f/t Blind, Vancouver, Wash.

DONALDSON, Don, Principal
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

EARDLEY, Dorothy
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

EDELEN, Mrs. Myrl
121 N. 35th, Vancouver, Wash.

FLANSBERG, Alma
Wash. Sch. f/t Blind, Vancouver, Wash.

GUSTAFSON, Richard
Wash. Sch. f/t Blind, Vancouver, Wash.

HAUGEN, Luella
Wash. Sch. f/t Blind, Vancouver, Wash.

HILL, Mabel
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

HORN, Lois
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

JABUSEH, Vivian
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

§LESSARD, Nadyne (Class A)
Wash. Sch. f/t Blind, Vancouver, Wash.

LINSCOTT, Eva
Wash. Sch. f/t Blind, Vancouver, Wash.

MEALEY, Robert
Wash. Sch. f/t Blind, Vancouver, Wash.

NELSON, Caralee
Wash. Sch. f/t Blind, Vancouver, Wash.

OLSON, Alele
Wash. Sch. f/t Blind, Vancouver, Wash.

OSLUND, Irene
Wash. Sch. f/t Blind, Vancouver, Wash.

RICHARDSON, Ruth
Wash. Sch. f/t Blind, Vancouver, Wash.

RINQUIST, Mabel
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

SHERMAN, Robert
Wash. Sch. f/t Blind, Vancouver, Wash.

STEWART, Kathleen
Wash. Sch. f/t Blind, P. O. Box 1865, Vancouver, Wash.

UNDERWOOD, E.
410 East 20th St., Vancouver, Wash.

WASHINGTON State Sch. f/t Blind
P. O. Box 1865, Vancouver, Wash.

§WILLIAMSON, Myrtle (Class A)
Wash. Sch. f/t Blind, Vancouver, Wash.

WEST VIRGINIA (25)

AMBLER, John
West Va. Sch. f/t Blind, Romney, West Va.

ARNOLD, Yearl
West Va. Sch. f/t Blind, Romney, West Va.

BRADY, Jack
West Va. Sch. f/t Blind, Romney, West Va.

BRANNON, Irene H.
West Va. Sch. f/t Blind, Romney, West Va.

BRANNON, Mr. Selden
West Va. Sch. f/t Blind, Romney, West Va.

BROWN, Mrs. Alfred
West Va. Sch. f/t Blind, Romney, West Va.

BROWN, Charles
230 Marsham St., Romney, West Va.

EDGEELL, Earl
206 E. Main St., Romney, West Va.

EDGEELL, Mrs. Earl
West Va. Sch. f/t Blind, Romney, West Va.

FLANAGAN, Carl W.
West Va. Sch. f/t Blind, Romney, West Va.

GORDEN, Mrs. Phyllis
West Va. Sch. f/t Blind, Romney, West Va.

HAINES, Mrs. Ruby
West Va. Sch. f/t Blind, Romney, West Va.

HEATWOLE, Mrs. Genevieve
West Va. Sch. f/t Blind, Romney, West Va.

HOFFMASTER, Frank
Antigo Pl., Romney, West Va.

HOFFMASTER, Mrs. Frank
Antigo Pl., Romney, West Va.

HUGHES, Gladys
Woodland Way, Romney, West Va.

OVERHOLT, Mrs. Hanneh M.
West Va. Sch. f/t Blind, Romney, West Va.

RASPBERRY, Mrs. Emily
38 W. Main St., Romney, West Va.

ROTEN, Mrs. Joan
West Va. Sch. f/t Blind, Romney, West Va.

ROTEN, Kelton
West Va. Sch. f/t Blind, Romney, West Va.

SUNE, Mrs. Helen
West Va. Sch. f/t Deaf and Blind, Box 455, Romney, West Va.

THOMSON, Billie Joyce
West Va. Sch. f/t Blind, Romney, West Va.

VANDERGRIFF, Gerald
West Va. Sch. f/t Blind, Romney, West Va.

WEST Virginia School for the Blind
Romney, West Va.

ELIKAN, Ethel Clare
The Seeing Hand Association, Inc.
737 Market St., Wheeling, West Va.

WISCONSIN (34)

MILBAUER, Louise R.
4710 West Capitol Dr., Appleton, Wisc.

GRAVES, Sue H.
P. O. Box 656, Campbellsport, Wisc. 53010

SCHRIKEL, Evelyn
1352 Reed St., Green Bay, Wisc.

ATKINS, Gerald
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

BROWN, Mrs. Eva
1700 W. State St., Janesville, Wisc.

BUDERUS, Colleen
1700 W. State St., Janesville, Wisc.

COWDEN, Mrs. Addie
1700 W. State St., Janesville, Wisc.

DAVIS, Mr. H. Alton
1700 W. State St., Janesville, Wisc.

EINERSON, Mary Louise
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

GALLAGHER, Mrs. Betty
1700 W. State St., Janesville, Wisc.

HOLMES, Miss Inez
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

HOLTER, Mrs. Myrtle
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

HOPPE, Miss Ruth
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

HUDZIAK, Mrs. Marie
1700 W. State St., Janesville, Wisc.

IVERSON, Mrs. Lynette
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

JENTZ, Paul
1700 W. State St., Janesville, Wisc.

LONG, Mr. Raymond E.
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

LYNCH, Mrs. Ruth
1700 W. State St., Janesville, Wisc.

LYONS, Nellie
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

McINTYRE, Beulah
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

MESSER, Buel
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

OKRAY, Robert
1700 W. State St., Janesville, Wisc.

PETERSON, Miss Saphronie
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

SMITH, Amelia
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

SMITH, Marjorie
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

SNYDER, Norbert
1700 W. State St., Janesville, Wisc.

WISCONSIN School for the Visually Handicapped
1900 W. State St., Janesville, Wisc.

WOOD, Mrs. Evelyn
Wisc. Sch. f/t Visually Handicapped, 1700 W. State St., Janesville, Wisc.

FLANIGAN, Patrick
University o Wisc., 502 State St., Madison, Wisc.

MILESKEY, Samuel D.
Bureau of Handicapped Children, 122 West Mifflin St., Madison 5, Wisc.

WOODWORTH, Ruth E.
Lapham School, 1045 E. Dayton, Madison 3, Wisc.

DI DIO, Diane T.
Wisc. Conservatory of Music, 1428 N. Farwell Ave., Milwaukee, Wisc.

HUNTER, Lillian
Benjamin Franklin School, 2308 West Nash, Milwaukee 6, Wisc.

SCHMIDT, Edna H.
Benjamin Franklin School, 2308 West Nash St., Milwaukee 13, Wisc.

WYOMING (1)

SHUMWAY, Mr. H. Smith
Div. Deaf & Blind, State Dept. of Education, Capitol Building, Cheyenne, Wyo.

ALBERTA (1)

*LAZARUK, Mrs. Thomas
11315 113th Ave., Edmonton, Alberta, Can.

BRITISH COLUMBIA (7)

CAMPBELL, Mrs. K.
4250 W. 4th Ave., Vancouver 8, B. C., Can.

CARSON, Mr. G. W.
Jericho Hill Sch., 4100 West Fourth Ave., Vancouver, B. C.

CORRIGAN, Mrs. Doris
Jericho Hill Sch., Vancouver 8, B. C. Can.

MacDONALD, C. E.
4100 West 4th Ave., Vancouver, B. C.

*MERCER, Mrs. Mary
1550 West 35th Ave., Vancouver 13, B. C.

PATRICK, Miss Gwen
4937 Blenheim St., Vancouver, B. C., Can.

SCOTT, Miss Eileen
350 East 36th Ave., Vancouver 15, B. C.

VAN de WERVE, Miss F. C. J.
4100 W. 4th Ave., Vancouver 8, B. C.

NOVA SCOTIA (24)

ALLEN, Blanche M.
Halifax School for the Blind, 5722 University Ave., Halifax, Nova Scotia, Can.

ALLEN, C. R. K.
Halifax Sch. f/t Blind, Halifax, Nova Scotia

AMIRAULT, W.
5722 University Ave., Halifax, Nova Scotia, Can.

BROOKS, F. P. M.
5285 Kent St., Apt. 18, Halifax, Nova Scotia, Can.

BRYANTON, W.
5722 University Ave., Halifax, Nova Scotia, Can.

CAMPBELL, Miss P. C.
Halifax Sch. f/t Blind, 4 University Ave., Halifax, Nova Scotia, Can.

CASEY, Mrs. Jean
5680 Rhuland St., Halifax, Nova Scotia, Can.

CONNORS, Miss Ruth
Halifax Sch. f/t Blind, 4 University Ave., Halifax, Nova Scotia, Can.

CONRAD, Lucy
6311 York St., Halifax, Nova Scotia, Can.

DeLONG, H. L.
2490 Quinn St., Halifax, Nova Scotia, Can.

GALLANT, Miss Loretta
43 Glebe St., Halifax, Nova Scotia, Can.

HALIFAX School for the Blind
4 University Ave., Halifax, Nova Scotia, Dom. of Can.

HUBLEY, Constance
Halifax Sch. f/t Blind, 5722 University Ave. Halifax, Nova Scotia, Can.

HUGHES, Mary
50 Edinburgh St., Halifax, Nova Scotia, Can.

LEGGE, Lowell
2748 George Dauphinee Ave., Halifax, Nova Scotia, Can.

MacDONALD, Muriel
Halifax Sch. f/t Blind, 5722 University Ave. Halifax, Nova Scotia, Can.

MacLEAN, Mrs. Comfort
49 Convoys Ave., Fairfax, Nova Scotia, Can.

McCLUSKEY, Jean
1417 Henry St., Halifax, Nova Scotia, Can.

McLENNAN, S.
6050 University Ave., Halifax, Nova Scotia, Can.

MILLER, Mrs. Anne
Boulderwood, Halifax County, Nova Scotia, Can.

MILLER, Elsie
1400 Seymour St., Halifax, Nova Scotia, Can.

NICKERSON, Mr. Forman
Halifax Sch. f/t Blind, 4 University Ave., Halifax, Nova Scotia, Can.

SORENSEN, Ella M.
Halifax Sch. f/t Blind, 5722 University Ave. Halifax, Nova Scotia, Can.

WATSON, Miss Ariel H.
104/ South Park St., Halifax, Nova Scotia, Can.

ONTARIO (33)

ABRIEL, Wilma D.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

*ARMSTRONG, S. E.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

BEARD, Brian
Ontario Sch. f/t Blind, Brantford, Ont., Can.

BOEHME, Miss Shella
Ontario Sch. f/t Blind, Brantford, Ont., Can.

BULLEN, Mrs. Sarah
Ontario Sch. f/t Blind, Brantford, Ont., Can.

CHANDLER, Mrs. Margaret
Ontario Sch. f/t Blind, Brantford, Ont., Can.

CHAPELLE, Rita
Ontario Sch. f/t Blind, Brantford, Ont., Can.

CHORNIACK, Mrs. Evelyn J.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

COULTER, Mrs. Enid
Ontario Sch. f/t Blind, Brantford, Ont., Can.

CREASSER, Elizabeth
Ontario Sch. f/t Blind, Brantford, Ont., Can.

DANIELS, Mrs. Ruby L.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

HALL, Miss Joyce
Ontario Sch. f/t Blind, Brantford, Ont., Can.

HEWITT, Miss Judith
Ontario Sch. f/t Blind, Brantford, Ont., Can.

HINSLEY, Miss Viola
Ontario Sch. f/t Blind, Brantford, Ont., Can.

HOWES, Mrs. E.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

KYLE, Mrs. Ruth
Ontario Sch. f/t Blind, Brantford, Ont., Can.

McNNES, Mrs. Margaret
Ontario Sch. f/t Blind, Brantford, Ont., Can.

MITCHELL, Miss Jean
Ontario Sch. f/t Blind, Brantford, Ont., Can.

MURRAY, Miss Esther
Ontario Sch. f/t Blind, Brantford, Ont., Can.

NEILL, David A.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

ONTARIO School for the Blind
Brantford, Ontario, Dominion of Canada

PALING, Frances
Ontario Sch. f/t Blind, Brantford, Ont., Can.

PERRY, Miss Zella
Ontario Sch. f/t Blind, Brantford, Ont., Can.

PITTMAN, Vera
Ontario Sch. f/t Blind, Brantford, Ont., Can.

ROBINSON, Helen
Ontario Sch. f/t Blind, Brantford, Ont., Can.

SMALE, George A.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

TREFFRY, Miss Jackie
Ontario Sch. f/t Blind, Brantford, Ont., Can.

TROUGHTON, Robert
Ontario Sch. f/t Blind, Brantford, Ont., Can.

WHETSTONE, George
Ontario Sch. f/t Blind, Brantford, Ont., Can.

WILLIAMSON, Mrs. A.
Ontario Sch. f/t Blind, Brantford, Ont., Can.

BAKER, E. A., Managing Director
The Canadian National Institute f/t Blind,
1929 Bayview Ave., Toronto 17, Ont., Can.

THE CANADIAN National Institute for the
Blind
1929 Bayview Ave., Toronto 17, Ont., Can.

WHITELAW, Jean
Canadian Nat. Inst. f/t Blind, 1929 Bayview
Ave., Toronto 17, Ont., Can.

QUEBEC (3)

MONTREAL Association for the Blind
6980 Sherbrooke St. West, Montreal, Quebec

PETRIE, Miss Florence
Sch. f/t Blind, Sherbrooke W., Montreal, Que.,
Can.

RANDLE, Mr. R. W.
6980 Sherbrooke St., West, Montreal, Can.

PANYE, Beryl
620 Grange Rd., Henley Beach, S. Australia

PUERTO RICO (10)

ALONSO, Celsa C., Directress
Instituto Loaliza, Cordero, Fernandez Juncos
Ave., Box 8622, Santurce, Puerto Rico

MORALES Ramona
Box 118, Juncos, Puerto Rico

CORDERO, Francisco
Calle Jose B. Acevedo #789, Villa Los Maestros,
Rio Piedras, Puerto Rico

PEREZ, Aida Figaredo de
Calle Josefa Mendia, #458 Villa Los Maestros,
Rio Piedras, Puerto Rico

VAZQUEZ, Juanita Oliver
789 Cisne St., Extension Dos Pinos, Rio
Piedras, Puerto Rico

FRAGOSO, Gloria
Ave. Hipodromo #706, Parada 20, Santurce,
Puerto Rico

RIVERA, Federico Vazquez
774 Gonzalo Philippi St., Villa Los Mestros,
Rio Piedras, Puerto Rico

SOTO, Colon
Luz 627 Perela Leat St., Urbanizacion Valen-
cia, Rio Piedras, Puerto Rico.

MUTT, Rosa M. Lugo de
Box 8622 Fernandez Juncos Station, Santurce,
Puerto Rico

SMITH, Sheila
Institute for Blind Children, Box 8622, Fer-
nandez Juncos Station, Santurce, Puerto
Rico

FOREIGN (23)

EATHER, Esther Feely
Et. Paul's Sch. for Blind Boys, 10 Studley
Park Rd., Kew Victoria, Australia

PRADILLA-COBOS, Dr. Hernando
Box 20275, Z-2, Bogota, D. E. Colombia, S. A.

WILSON, John, Director
Rcyal Commonwealth Society f/t Blind, 46
Victoria St., London S.W.I., England

LANGAN, Paul J.
Amer. Found. for Overseas Blind, Europe
Regional Office, 14 Rue Daru, Paris 8, France

GARBE, Dr., Director
School for the Blind, Bleekstrasse 22, Han-
over, Germany

JOSHI Harshad
"Acharat Nikunj", Opp. Commerce College Hos-
tel, Navrangpura, Ahmedabad 9, India

REGE, Mandakini V.
Dadar School for the Blind, 160 Dadar Main
Road, Dadar, Bombar 14, India

MONONI, Usha G.
"Nandanvan", Pandit Malviya Road
Sitabuldi, Nagpur 1, India

AKIYOSHI, Aiko
656, 3-Chome, Shimomeguro Meguro-Ku
Tokyo, Japan

MURANAKA, Yoshio
22, 3 Chome, Takinokawa
Kita-ku, Tokyo, Japan

WONG, Ruth Hie-King
U. of Singapore, Sch. of Education, Cluny Rd.,
Singapore 10, Malaya

CHRISTIANSEN, Walton E.
488 Riddell Rd., Auckland, New Zealand

DARE, Nancy
New Zealand Found. f/t Blind, P. O. Box
9008, Newmarket, Auckland, New Zealand

HARRE, Alexander Roderick
New Zealand Found. f/t Blind, P. O. Box
9008, Newmarket, Auckland, New Zealand

ROGERSON, Thomas L.
New Zealand Found. f/t Blind, P. O. Box
9008, Newmarket, Auckland, New Zealand

THOMAS, Thed Valentine
New Zealand Found. f/t Blind, P. O. Box
9008, Newmarket, Auckland, New Zealand

WALSH, Miss L.
New Zealand Found. f/t Blind, P. O. Box
9008, Newmarket, Auckland, New Zealand

SCHOOL for the Blind
20 Alderley St., Worcester, South Africa

JAYARAMAN, G.
4 Porur St., Tambaram East, Clingput Dist.,
South India

GARBE, Dr., Director
Sch. f/t Blind, Bleekstrasse 22, Hanover,
Germany

GISSLER, Mr. Tore, Director
Institute f/t Blind, Tomtebodav (Stockholm),
Sweden

WICKS, Major Sidney Bernard
The Salvation Army Sch. f/t Blind, 19½ Slipe
Pen Road, Kingston, Jamaica, W.I.

CONSTITUTION AND BY-LAWS

Article I—Name

This Association shall be known as the American Association of Instructors of the Blind.

Article II—Object

The object of the Association shall be to improve material and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society.

Article III—Membership

Membership in this Association shall include any persons, schools, or groups, affiliated with or interested in an organization engaged in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing.

Article IV—Officers

The affairs of the Association shall be conducted by a Board of Directors. The Board of Directors shall consist of the immediate Past President and the following to be elected at each biennial meeting: President, First Vice-President, Second Vice-President, Secretary-Treasurer, and five Directors. Their duties shall be as indicated by their respective titles. The President is to be the Chairman of the Board of Directors. No President or Vice-President shall succeed himself in office, and the term of any officer shall be two years, or until his successor is elected.

The Board of Directors shall have the authority to appoint an Executive Secretary, whose duties and responsibilities will be directed by said Board.

Article V—Meetings

Regular meetings of the Association shall be held in the even-numbered years, at such times and places as may be designated by the Board of Directors. Special meetings may be held on the call of the Board of Directors, notice of which shall be sent to all members not less than three months prior to date of proposed meeting.

Article VI—Amendments

This Constitution and By-Laws may be amended at any meeting, provided notice of intention to amend shall have been made not less than three months before such meeting, with formal statement of the proposed amendment submitted to the accredited members. For the adoption of any amendment, there shall be required the affirmative vote of two-thirds of the members present at the business meeting.

BY-LAWS

1. Eligible voting members from at least fifteen states or provinces, totaling at least one-tenth of all eligible voting members of the Association, shall constitute a quorum during a regular meeting.
2. In the absence of the President and both Vice-Presidents, the Board of Directors shall select a presiding officer.
3. The President shall appoint the following committees: Membership, credentials, legislative, resolutions, nominations, program, and necrology. Committee reports will be presented at the biennial convention. The President may appoint special committees.
4. In addition to the usual duties, the First Vice-President normally shall be Chairman of the Program Committee. The Second Vice-President normally shall be the Interim Workshop Coordinator and Convention Workshop Coordinator.
5. Duties of the Standing Committees shall be:
 - a. Membership Committee: This committee shall promote and encourage membership in the Association.
 - b. Committee on Credentials: This committee shall have the responsibility of determining who shall be accepted as accredited members for the voting sessions of the Association.
 - c. Legislative Committee: This committee will concern itself with any legislative matter of interest to the Association.

- d. Committee on Resolutions: This committee shall receive suggestions from the membership on resolutions to be placed before the body and shall determine which resolutions shall be presented to the Association.
 - e. Committee on Nominations: This committee shall present a list of nominees at the business session designated for the election of officers. The Nominating Committee shall recommend at least one person for each position to be filled. Before nominations are voted upon by the Association, the presiding officer shall invite nominations from the floor.
 - f. Program Committee: This committee will prepare the program for the regular meeting. The First Vice-President will serve as Chairman of this Committee.
 - g. Necrology Committee: This committee will report to the Association all deaths of Association members occurring during the interim between general meetings.
6. The expenses of the Association shall be provided by annual dues of the following types:
- a. Regular memberships — annual dues shall be \$10.00.
 - b. Student memberships — open only to students enrolled full time in a college or university. Annual dues shall be \$5.00 per year.
 - c. School corporate memberships — annual dues will be based upon the total enrollment of each school. The Board of Directors will determine the rate of assessment against all types of corporate memberships.
 - d. Parent group corporate memberships — annual dues shall be based upon the total membership of each parent group. The Board of Directors will determine the rate of assessment against all types of corporate memberships.
 - e. Agency corporate memberships — open to national, regional and local agencies, governmental units, colleges and universities, and other groups and organizations not eligible for School and Parent Group Corporate Memberships. The Board of Directors will determine the rate of assessment against all types of corporate memberships.
 - f. Life memberships — the AAIB Life Membership fee shall be \$200 cash or \$20 a year for 10 consecutive years or yearly payments of not less than \$20 per year until the \$200 requirement has been satisfied. In addition to regular membership privileges for the lifetime of the member, Life members will receive a special Life Membership Card and a Life Membership Certificate.
 - g. Associate memberships — annual dues shall be \$2 per year. Associate members shall not be qualified for subscription nor voting privileges.
 - h. Contributing memberships — annual dues shall be \$10 to \$49.
 - i. Sustaining memberships — annual dues shall be \$50 to \$499.
 - j. Patron Standing — patron standing shall be based on a gift of \$500 to \$999. A patron is entitled to a life membership.
 - k. Benefactor Standing — benefactor standing shall be based on a gift of \$1,000 and over. A benefactor is entitled to a life membership.
 - l. Honorary life memberships — membership fee shall be \$100.00. Open for retired members only.
- From the total amount collected for dues, each qualified member, individual or corporate, will be provided an annual subscription to *The International Journal for the Education of the Blind*.
7. The proceedings of the biennial conventions may be printed and distributed among the membership of the Association. This shall be done in accordance with regulations determined by the Board of Directors. Copies of the proceedings may be made available on a sale basis to any public libraries or others interested in purchasing them. The Board of Directors may determine the manner in which the minutes will be published and edited.

8. Provision shall be made for a suitable compensation to be paid to the Secretary-Treasurer and Executive Secretary, who shall be custodians of the documents and property of the Association, under the supervision of the Board of Directors. The Secretary-Treasurer and Executive-Secretary must be bonded by a reputable surety company.
9. A general budget shall be adopted by the Board of Directors and approved by the AAIB Convention, but bills which

fall due between meetings of the Board may be paid by the Executive-Secretary with the approval of the Secretary-Treasurer.

10. All elections of officers shall be by ballot. All members present shall be qualified to vote.
11. In all cases not herein provided for, parliamentary procedure shall be in accordance with Robert's Rules of Order Revised.

POLICY STATEMENT

PREFACE

The Constitution of the American Association of Instructors of the Blind states the object of the Association in Article II as follows:

"The object of the Association shall be to improve materia¹ and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society."

In its efforts to keep abreast with this objective in an ever-changing society, the Association has formulated for its own guidance, and for the guidance of others who may seek its help, the following statement of policy.

PHILOSOPHY

The purpose of the American Association of Instructors of the Blind shall be to advance the education of all visually handicapped children and youth. The aims of this area of specialization shall encompass the basic aims of education of all children and youth as set forth by the Educational Policies Commission:

- The Objectives of Self-Realization
- The Objectives of Human Relations
- The Objectives of Economic Efficiency
- The Objectives of Civic Responsibility
- The Objectives of Desire for Independence

The dignity and worth of each individual shall be considered as educators strive to evaluate the needs of visually handicapped youth for whom they plan educationally. Consideration of the basic needs of all children is of utmost importance in planning the curriculum for the visually handicapped. A climate for learning shall be established in each school program enabling each student to develop a capacity for, and the habit of independent thought. In this atmosphere the teacher may assume his role by recognizing, appreciating, motivating, and releasing the creativity of each student. As a fully certified and carefully selected teacher, he will be prepared to accept a child at that child's particular stage of growth and development. As the youth grows into his place in society, he will have learned through helpful guidance and experiences in the home, the school, and the community, to function as a citizen actively accepting his share of responsibilities.

THE FUNCTION OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

The American Association of Instructors of the Blind, founded in 1853, has attained an international interest and membership. It has assumed a continuing responsibility for the improvement of the education of visually handicapped children and youth. For these reasons there is a heavy obligation upon its membership to be vigorous and imaginative in the fulfillment of its objectives.

The Association must seek to create and improve the means by which its services can be known and provided to all who need them, and in so doing, it must respect the existence and purposes of other organizations which serve a variety of interests of those who are visually handicapped. The function of this national organization is to attain the objectives as stated in the Constitution and by-laws.

SCOPE OF ACTIVITY

It shall be the responsibility of the Association to strive for the following:

Cooperation

To cooperate with international, national, state, and local organizations whose work in any way seeks to improve the quality and expand the scope of educational opportunity for visually handicapped children and youth.

Communicative Media

To conduct conventions and regional meetings which will aid educators in guiding visually handicapped children and youth in the pursuit of knowledge and skills so that each may be a happy, useful citizen.

To utilize periodicals and other communicative media to present problems, to evaluate solutions, to disseminate professional in-

formation, and to stimulate effort toward high standards of achievement.

Interpretation

To promote programs for public understanding of visually handicapped individuals.

Professional Leadership

To stimulate constructive and courageous leadership in the interest of education of the young who are visually handicapped by such means as the establishment of educational standards and certification processes.

Unity

To build solidarity within the profession and to promote a feeling of fellowship and common aim among its members.

Research

To stimulate and participate in educational research.

THE ETHICS OF A NATIONAL ORGANIZATION

The American Association of Instructors of the Blind pledges itself to a policy of adherence to the highest ethical standards both in the operation of its own organization and in dealing with other associations, agencies, and groups.

HV1788

c.1

A

American Association of Instructors of the Blind, 1964

HV1788

c.1

A

AUTHOR

American Association of Instructors of the Blind, 1964

TITLE

DATE
LOANED

BORROWER'S NAME

~~3/3/66~~ ~~Sister Mary Francisca~~





SALT LAKE CITY, UTAH

48th biennial conference
june 26 - 30, 1966

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

HV1788
A

***American
Association
of Instructors
of the Blind, Inc.***

711 Fourteenth St. N.W.

Washington, D.C. 20005

Officers

FOR THE BIENNIUM 1964-1966

President

LEE A. IVERSON

Chief, Department of Children and Family Services
404 New State Office Building, Springfield, Illinois

First Vice-President

STEWART E. ARMSTRONG

Superintendent, Ontario School for the Blind, Brantford,
Ontario, Canada

Second Vice-President

WILLIAM H. ENGLISH

Principal, Department for the Blind, Virginia School for the
Deaf and the Blind, Staunton, Virginia

Secretary-Treasurer

CARL J. DAVIS

Head, Department of Psychology and Guidance, Perkins School
for the Blind, 175 N. Beacon, Watertown, Massachusetts

Immediate Past President

J. M. WOOLLY

Superintendent, Arkansas School for the Blind, 2600 West
Markham, Little Rock, Arkansas

Directors

DR. S. C. ASHCROFT

Chairman, Department of Special Education, George Peabody
College for Teachers, Nashville, Tennessee

MISS CHRISTINA BAUGH

Teacher, Maryland School for the Blind, 3501 Taylor Avenue,
Baltimore, Maryland

JOHN W. JONES

Specialist, Education of Visually Handicapped Children, U.S.
Office of Education, Washington, D.C.

MRS. FERNE K. ROOT

Director, Program Development Division, American Foundation
for the Blind, 15 West 16th Street, New York, New York

DR. EVERETT E. WILCOX

Superintendent, California School for the Blind, 3001 Derby
Street, Berkeley, California

Committees

FOR THE BIENNIUM 1964-1966

CERTIFICATION

Committee

JACK HARTONG, Illinois
JEANNE R. KENMORE, Minnesota
DONALD F. MORIARTY, Indiana
MARTHA OSBORNE, Pennsylvania
ESTHER PIERCE, Iowa

CREDENTIALS

Chairman

CARL J. DAVIS, Massachusetts

Committee

JOSEPH J. KERR, Pennsylvania
MAURICE OLSEN, Missouri

DEAF-BLIND

Chairman

EDWARD W. REAY, Idaho

Committee

ARMIN G. TURECHECK, Colorado

DUES STUDY

Chairman

F. ARTHUR LOWN, Georgia

Committee

LOIS V. COX, Maryland
JULIA L. HAYES, Connecticut
SCHUYLER HOUCK, Ohio
J. M. WOOLLY, Arkansas

GUIDANCE INFORMATION ADVISORY

Chairman

JOHN L. MORSE, Massachusetts

Committee

MARY BAUMAN, Pennsylvania
CARL J. DAVIS, Massachusetts
ROBERT McQUIE, Missouri
LYLE THUME, Arkansas
ARTHUR VOORHEES, New York

INDEPENDENT LIVING SKILLS

Chairman

CHARLES WOODCOCK, Oregon

Committee

NATALIE BARRAGA, Texas
LOIS V. COX, Maryland
EULA SHULTS, Arkansas
ROBERT THOMPSON, Michigan

LEGISLATIVE

Chairman

EGBERT N. PEELER, North Carolina

Committee

FINIS E. DAVIS, Kentucky
JOSEPH SHINPAUGH, Virginia
EDWARD J. WATERHOUSE, Massachusetts

LONG RANGE PLANNING

Chairman

LEE A. IVERSON, Illinois

Committee

STEWART E. ARMSTRONG, Ontario
CARL J. DAVIS, Massachusetts
WILLIAM H. ENGLISH, Virginia
J. M. WOOLLY, Arkansas

MEMBERSHIP

Chairman

JOHN P. BEST, Texas

Committee

PHILIP CRAFTS, Illinois

W. S. DAVIS, Florida

JOSEPHINE TAYLOR, New Jersey

MULTI-HANDICAPPED

Chairman

WALTER E. EVANS, Missouri

Committee

S. C. ASHCROFT, Tennessee

LORENE CLARK, Arkansas

EUNICE KENYON, Massachusetts

GERALD SOLOMONS, M.D., Iowa

NECROLOGY

Chairman

DOROTHY BRYAN, Kentucky

Committee

DR. FRANCIS ANDREWS, Maryland

NOMINATING

Chairman

HERBERT D. ANGUS, Florida

Committee

BYRON BERHOW, Washington

R. K. HARLEY, Tennessee

DURWARD A. HUTCHINSON, Indiana

PARENTS' ADVISORY

Chairman

PHILIP HATLEN, California

Committee

MRS. FERNE K. ROOT, New York

CHARLES WEIR, Michigan

PUBLICATIONS

Chairman

LELAND C. SANBORN, New York

Committee

DR. FRANCIS M. ANDREWS, Maryland

UNA BARLOW, Ohio

HELEN GIBBONS, New York

JEANNE ORSZAG, Michigan

RESEARCH ADVISORY

Chairman

MRS. FERNE K. ROOT, New York

Committee

LAWRENCE BLAHA, California

ROBERT A. BOWERS, New York

JEROME COHEN

PATRICK J. FLANIGAN, Wisconsin

SAMUEL MASON

WILLIAM J. TISDALL, Pennsylvania

DON L. WALKER, Iowa

CHARLES C. WOODCOCK, Oregon

RESOLUTIONS

Chairman

LEE JONES, Georgia

Committee

R. PAUL THOMPSON, Missouri

SCHOLARSHIP

Chairman

WALTER A. HACK, South Dakota

Committee

EGBERT N. PEELER, North Carolina

SCOUTING

Chairman

ROSS HUCKINS, California

Committee

HUGH JOHNSON, Maryland

HARRIET M. PHILLIPS, Massachusetts

STANDARDS

Chairman

D. W. OVERBEAY, Ohio

Committee

WILLIAM H. ENGLISH, Virginia

EGBERT N. PEELER, North Carolina

Workshops

FOR THE BIENNIUM 1964-1966

ADMINISTRATION AND SUPERVISION

ADMINISTRATORS

Chairman JOSEPH R. SHINPAUGH, Virginia
Co-Chairman CHARLES WOODCOCK, Oregon
Recorder JOSEPHINE TAYLOR, New Jersey

PRINCIPALS

Chairman DR. WALTER E. EVANS, Missouri
Co-Chairman THOMAS SVOB, Illinois
Recorder MARGARET ESCH, Pennsylvania

TEACHER PREPARATION

Chairman EDWARD T. DONLON, New York
Co-Chairman DR. NATALIE BARRAGA, Texas
Recorder ROBERT BOWERS, New York

CLASSROOM TEACHING

KINDERGARTEN

Chairman MRS. C. B. HOLCOMBE, Mississippi
Co-Chairman MRS. HAROLD LEVY, Louisiana
Recorder ELIZABETH McKAY, Pennsylvania

PRIMARY GRADES 1-3

Chairman EDNA SCHMIDT, Wisconsin
Co-Chairman BEVERLY LEMONS, Maryland
Recorder HARRIET M. PHILLIPS, Massachusetts

INTERMEDIATE GRADES

Chairman ERA MAE RICKMAN, Ohio
Co-Chairman RUTH HEISLER, Massachusetts

LANGUAGE ARTS

Chairman GRACE NAPIER, Pennsylvania
Co-Chairman MARY SCANLON, Connecticut
Recorder ARTHUR MILES, Texas

MATHEMATICS

Chairman WARREN C. GERMAIN, Massachusetts
Co-Chairman BERTHA KLAIN, Indiana
Recorder H. ALTON DAVIS, Wisconsin

SCIENCE

Chairman VIVIAN JONES, Indiana
Co-Chairman NAOMI GREGOIRE, Massachusetts

SOCIAL STUDIES

Chairman DONALD J. DUNKIN, Indiana
Co-Chairman MARTHA HANCOCK, Connecticut
Recorder GEORGE STOKES, North Carolina

FOREIGN LANGUAGE

Chairman JAMES D. EMERSON, Maryland
Co-Chairman BERENICE ANDERSON, California
Recorder JULIE McKAY, Massachusetts

PARTIALLY SEEING

Chairman HELEN GIBBONS, New York
Co-Chairman CORNELIA BENTON, Utah
Recorder PHYLLIS H. GEIGER, Maryland

MULTIPLE HANDICAPPED

Chairman MAURICE TRETAKOFF, Illinois
Co-Chairman REV. RICHARD M. McGUINNESS,
New Jersey
Recorder LaNOEL BRAZIL, New York

SPECIAL SUBJECT AREAS

BUSINESS EDUCATION

Chairman GEORGIA L. WALKER, Indiana
Recorder MADELINE SMITH, Texas

GUIDANCE

Chairman ROBERT McQUIE, Missouri
Co-Chairman GERALD CHAMBERS, Maryland
Recorder ELEANOR SCHNEIDER, Mass.

HOMEMAKING & ARTS & CRAFTS

Chairman DONALD CHARPIOT, Missouri
Co-Chairman ARLINE HUCKINS, California
Recorder MYRTLE OLIVER, Georgia
Co-Recorder HELEN A. WHITE, North Carolina
Exhibit & Contest
Chairman EULA SHULTS, Arkansas

INDUSTRIAL ARTS

Chairman NORMAN REIMER, New York
Co-Chairman ISAAC CLAYTON, Maryland
Recorder DONALD HARRIS, Colorado

LIBRARY SCIENCE

Chairman MYRTIS JONES, Arkansas
Co-Chairman CARL OLDEN, Iowa
Recorder SAMUEL DePIERO, Pennsylvania

MUSIC

Chairman HARRIET MINOR, Indiana
Co-Chairman CONSTANCE HUBLEY, Canada
Recorder ALLEN UHLES, Colorado

ORIENTATION & MOBILITY

Chairman DONALD BLASCH, Michigan
Co-Chairman DR. JOHN R. EICHORN, Mass.
Recorder KATHERINE M. REILLY, Mass.

PHYSICAL EDUCATION

Chairman ROBERT MEALEY, Washington
Co-Chairman DR. CHARLES BUELL, California
Recorder CAROL WADELL, Massachusetts
Newsletter
Editor DR. CHARLES BUELL, California

PIANO TECHNICIANS

Chairman LOREN A. PELKEY, New York
Co-Chairman JOSEPH KLOSTERMANN, Iowa
Recorder ROGER HELMINGER, Ohio

COMPLEMENTARY SERVICES

HOUSEPARENTS (GRADE SCHOOL)

Chairman SARAH BULLEN, Canada
Co-Chairman OPAL HALBERT, Nebraska
Recorder MILDRED WILSON, Michigan

HOUSEPARENTS (JUNIOR & SENIOR HIGH SCHOOL)

Chairman ELIZABETH M. JENERETTE,
North Carolina
Co-Chairman CLOYCE WILLIAMS, North Carolina
Recorder MARGUERITE PERKINS,
Massachusetts
Newsletter
Editor EDNA KEEVIL, Indiana

PARENTS

Chairman MAXINE HAUSENFLUCK,
Virginia
Co-Chairman JEAN HILLESTEAD, Washington
Recorder REBECCA TAYLOR, Louisiana

PRE-SCHOOL AND NURSERY SCHOOL

Chairman LAURA ZETSCHKE, Oregon
Co-Chairman MRS. JOSEPH KERR,
Pennsylvania
Recorder MRS. WILLIAM DEROUIN,
Oregon

Personnel

48th BIENNIAL CONFERENCE

JUNE 26-30, 1966

SALT LAKE CITY, UTAH

PROGRAM COMMITTEE

Chairman
Committee

STEWART E. ARMSTRONG, Ontario
DR. NATALIE BARRAGA, Texas
WILLIAM H. ENGLISH, Virginia
BETTY HANNAH, Arizona
JOHN W. JONES, Washington, D.C.
R. PAUL THOMPSON, Missouri

LOCAL ARRANGEMENTS COMMITTEE

Adviser
Chairman

ROBERT W. TEGEDER, Utah
KATE FENTON, Utah

SUBCOMMITTEE CHAIRMEN

Banquet
Conference Headquarters
Conference Reception
Equipment
Exhibits
Printing
Prizes & Handouts
Publicity

Registration
Room Admissions
Special Breakfast
Tours
Parliamentarian

CORNELIA BENTON, Utah
GLENN DOUGLASS, Utah
FLORENCE NEIL, Utah
KENNETH FUNK, Utah
J. WAYNE NOBLE, Utah
KENNETH BURDETT, Utah
JANIS BARNETT, Utah
JESSE ANDERSON, Utah
R. ELWOOD PACE, Utah
INA KURZHALS, Utah
MELVIN A. NIELSON, Utah
JACK YEAMAN, Utah
LOIS MAXWELL, Utah
JESSE ANDERSON, Utah

Exhibitors

48th BIENNIAL CONFERENCE

- AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, Inc.
1511 K. Street, N.W. Washington, D.C. 20005
- AMERICAN FOUNDATION FOR THE BLIND, Inc.
15 West 16th Street, New York, N.Y. 10011
- AMERICAN PRINTING HOUSE FOR THE BLIND, Inc.
1839 Frankfort Avenue, Louisville, Kentucky 40206
- FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
St. Augustine, Florida 32084
- GUIDING EYES FOR THE BLIND, Inc.
Granite Springs Road, Yorktown Heights, New York
- H. DEWING TRAVEL SERVICE, Inc.
507 Fifth Avenue, New York, New York 10017
- HADLEY SCHOOL FOR THE BLIND
700 Elm Street, Winnetka, Illinois 60093
- HOUSE OF GEN-EL
530 Pinrose Boulevard, Colorado Springs, Colorado 80906
- HOWE PRESS OF PERKINS SCHOOL FOR THE BLIND
175 N. Beacon Street, Watertown, Massachusetts 02172
- LIBRARY OF CONGRESS
Washington, D.C. 20540
- NATIONAL AERONAUTICS SPACE ADMINISTRATION
Washington, D.C. 20540
- NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, Inc.
16 East 40th Street, New York, New York 10016
- NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND
999 Pelham Parkway, New York, New York 10469
- NORTHFIELD SPECIALTIES COMPANY
215 Madison Street, Northfield, Minnesota
- SCOTT, G. GILBERT, EDUCATOR AND INVENTOR
6621 1/2 Crenshaw Boulevard, Los Angeles, California 90043
- SEEING EYE, Inc.
Morristown, New Jersey 08057
- TOUCH AIDS
Escondido, California
- UTAH SOCIETY FOR THE PREVENTION OF BLINDNESS
2549 Wilmington Avenue, Salt Lake City, Utah
- UTAH STATE LIBRARY, DIVISION FOR THE BLIND
1488 South State Street, Salt Lake City, Utah
- AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND Inc.
2363 South Spring Avenue, St. Louis, Missouri

AAIB

THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, INC.

The American Association of Instructors of the Blind began in 1853 with a national meeting of superintendents of the 16 residential school for the blind. Biennial conventions were continued where professional papers and reports were read.

In 1952, when the AAIB was almost 100 years old, the Workshop method of national convention was adopted and the membership was opened to all who were interested in improving the educational opportunities of all visually handicapped children through provision for individual memberships for the first time.

In the Workshops, educators are able to define problems and work actively toward their solutions. Workshops elect officers and work continues between conventions by mail and regional meetings.

The AAIB publishes a newsletter called the Fountainhead, its conference proceedings, and provides the professional magazine, The International Journal for the Education of the Blind for its members.

The AAIB participates actively in teacher and houseparent certification, professional meetings and workshops, training institutes, the development of special standards, the encouragement and report of research in the field, and cooperation with national and international agencies and organizations interested in the education of visually handicapped children and youth.

The AAIB is affiliated with The Council For Exceptional Children, a Department of the National Education Association.

For further information about any AAIB activity, write to the AAIB Executive Secretary, 711 Fourteenth Street N.W., Washington, D.C. 20005.

Meetings

The following is a list of the conventions of the American Instructors of the Blind (1853-1871) and the American Association of Instructors of the Blind (1872-1966):

- 1st Meeting: August 16-18, 1853 at New York, New York.
- * 2nd Meeting: August 8-10, 1871 at Indianapolis, Indiana.
- 3rd Meeting: August 20-22, 1872 at Boston, Massachusetts.
- * 4th Meeting: August 18-20, 1874 at Batavia, New York.
- 5th Meeting: August 15-17, 1876 at Philadelphia, Pennsylvania
- 6th Meeting: August 21-23, 1878 at Columbus, Ohio.
- 7th Meeting: August 17-19, 1880 at Louisville, Kentucky.
- * 8th Meeting: August 15-17, 1882 at Janesville, Wisconsin.
- 9th Meeting: August 19-21, 1884 at St. Louis, Missouri.
- 10th Meeting: July 6-8, 1886 at New York, New York.
- * 11th Meeting: July 10-12, 1888 at Baltimore, Maryland.
- 12th Meeting: July 15-17, 1890 at Jacksonville, Illinois..
- 13th Meeting: July 5-7, 1892 at Brantford, Ontario, Canada.
- 14th Meeting: July 17-19, 1894 at Chautaugua, New York.
- 15th Meeting: July 14-16, 1896 at Pittsburgh, Pennsylvania.
- 16th Meeting: July 12-14, 1898 at Lansing, Michigan.
- 17th Meeting: July 9-11, 1902 at Raleigh, North Carolina.
- * 18th Meeting: July 20-22, 1904 at St. Louis, Missouri.
- * 19th Meeting: August 21-23, 1906 at Portland Oregon, at Salem, Oregon and at Vancouver, Washington.
- * 20th Meeting: July 14-16, 1908 at Indianapolis, Indiana.
- * 21st Meeting: June 28-July 1, 1910 at Little Rock, Arkansas.
- 22nd Meeting: June 25-28, 1912 at Pittsburgh, Pennsylvania.
- 23rd Meeting: June 28-30, 1915 at Berkeley, California.
- * 24th Meeting: June 4-7, 1916 at Halifax, Nova Scotia, Canada.
- * 25th Meeting: June 24-28, 1918 at Colorado Springs, Colorado.
- 26th Meeting: June 21-25, 1920 at Overlea, Maryland.
- * 27th Meeting: June 27-30, 1922 at Austin, Texas.
- * 28th Meeting: June 23-27, 1924 at Watertown, Massachusetts.
- * 29th Meeting: June 21-25, 1926 at Nashville, Tennessee.
- * 30th Meeting: June 25-29, 1928 at Faribault, Minnesota.
- * 31st Meeting: June 23-27, 1930 at Vancouver, Washington
- * 32nd Meeting: June 27-July 1, 1932 at New York, New York.
- * 33rd Meeting: June 25-28, 1934 at St. Louis, Missouri.
- * 34th Meeting: June 22-25, 1936 at Raleigh, North Carolina.

- * 35th Meeting: June 27-30, 1938 at Lansing, Michigan.
- * 36th Meeting: June 24-28, 1940 at Pittsburgh, Pennsylvania.
- * 37th Meeting: June 26-30, 1944 at Little Rock, Arkansas.
- * 38th Meeting: June 24-28, 1946 at Watertown, Massachusetts
- * 39th Meeting: June 21-25, 1948 at Austin, Texas.
- * 40th Meeting: June 26-30, 1950 at Philadelphia, Pennsylvania.
- * 41st Meeting: June 29-July 3, 1952 at Louisville, Kentucky.
- * 42nd Meeting: June 27-July 1, 1954 at Batavia, New York.
- * 43rd Meeting: June 24-28, 1957 at Worthington, Columbus, Ohio.
- 44th Meeting: June 22-26, 1958 at Vancouver, Washington.
- * 45th Meeting: June 26-30, 1960 at Donelson, Tennessee.
- * 46th Meeting: June 28-July 2, 1962 at Miami Beach, Florida.
- * 47th Meeting: June 21-25, 1964 at Watertown, Massachusetts.
- * 48th Meeting: June 26-30, 1966 at Salt Lake City, Utah.

*Copies of Convention Proceedings for years marked with an asterisk may be purchased in limited quantities from the AAIB office, 711 Fourteenth Street N.W., Washington, D.C. 20005. Prices range from \$1.00 to \$3.50 per copy. Three Indexes are also available at \$.50 each; Index of the 1922-30 Proceedings, Index of the 1932-40 Proceedings and Index of the 1944-60 Proceedings.

Contents

Officers.	ii
Committees.	iii
Workshops	v
Personnel	vii
Exhibitors	viii
AAIB	ix
Meetings	x

RESEARCH - KEY TO PROGRESS

KEYNOTE ADDRESS

"Adventures in the World of Research"	
Dr. Donald Brieland	1

RESEARCH ON THE TEACHING OF READING AND IMPROVING
THE READING SKILLS

The San Francisco State College Braille Study Project	
Dr. Berthold Lowenfeld	5
The Rate of Braille Character Recognition as a Function of the Reading Process	
Miss Freda Henderson	7
Perceptual Factors in Braille Word Recognition	
Dr. Carson Y. Nolan	10

RESEARCH ON INDEPENDENT LIVING SKILLS AND ORIENTATION,
MOBILITY AND TRAVEL

Identification of Orientation and Mobility Skills for Young Blind Children	
Lawrence E. Blaha	14
Orientation for Junior and Senior High School Students	
Robert Gockman	19

RESEARCH ON THE CHILD WITH LIMITED BUT USEFUL VISION

The Child with Limited but Useful Vision - A Perspective	
Dr. Natalie C. Barraga	22
Guides for Teachers in Working with Visually Limited Children	
Cornelia Benton	25

Findings and Implications of Experimental Teaching in Visual Stimulation	Carol Halliday	28
Adaptations of Materials for Use with Low Vision Children	Ruth Holmes	34

RESEARCH ON THE MULTI-HANDICAPPED CHILD

Services to Multiply Impaired Blind Children	Pauline M. Moor	37
What They Are All Doing	Maurice Tretakoff	42
A Review of Recent Literature on the Multi-Handicapped Child and Related Areas	Dr. Randall K. Harley	44
The Saint Joseph School for the Blind Program	Sister M. Rose Imelda	52

RESEARCH ON LISTENING, TECHNICAL DEVICES AND TEACHING METHODS

Sensory Aids and Computers: State of the Art and Predictions	John K. Dupress	58
Relative Efficiency of Reading and Listening for Braille and Large Type Readers	June E. Morris	65
The Development of Harmonic Speech Compression	Ferne K. Root	71

SPECIAL PAPERS AND REPORTS

Philosophy and Goals of a Preschool Program	Elizabeth Maloney	74
How Shall We Serve Our Visually Handicapped Preschool Children?	Raymond M. Dickinson	79
Libraries and Library Services for Visually Handicapped	Myrtis Jones	82
Enrichment Through a Touch and Learn Center	Elisabeth D. Freund	85

I.C.E.B.Y. Conference Plans

Dr. Edward J. Waterhouse . . . 86

ASSOCIATION REPORTS AND BUSINESS

Presidential Report of the 1964-1966 Biennium

Lee A. Iverson 88

AAIB-AAWB Braille Authority Report

Bernard M. Krebs 94

Financial Report and 1966 Budget

R. Paul Thompson 95

Amendments to the Constitution and By-Laws

of the American Association of Instructors of the Blind 97

Report of the Resolutions Committee

Lee Jones 99

Additional Association Business

. 100

Report of the Nominating Committee

Herbert D. Angus 101

Report of the Necrology Committee

Dorothy Bryan 102

ADVENTURES IN THE WORLD OF RESEARCH

Dr. Donald Brieland

Professor, School of Social Science Administration
The University of Chicago
Chicago, Illinois

It is a sign of maturity in the illustrious history of this organization not only that you have chosen research as the theme of your conference but with this technical topic over 400 people are already in attendance.

The research world is a broad world - a world of adventure, a world of challenge. Research as it relates to the blind ranges all the way from the use of the computer to write braille to the evaluation of psychotherapy with disturbed blind people. All aspects of research require creativity. They lead us to the questions: what needs testing; what should be studied; how can it be studied successfully; and, even more important with limited money and manpower, what are the priorities? Each field must answer these questions for itself and answer them thoughtfully and planfully. These are some of your jobs at the conference.

I will indicate some of the major shortcomings in research, in education, and in the behavioral sciences. Then I will look at the field of service to the blind and, especially education of blind children.

There are five charges that we might look at concerning research. First, there is too little of it. Second, the projects are too disparate or scattered. Third, the research is too atheoretical or, to put it in English, it is not based enough on sound theory. Fourth, samples are too small; aggregations of people who really should be treated as individual cases and not grouped. And finally, too little publicity is given research findings.

Now let us look at these systematically, one by one. First, the charge that there is too little research. The gulf between services and the evaluation of those services is obvious to many of us. Many service-oriented people may not fear evaluation, but they still discourage it. Many times they go on doing things on the basis of self-validation and self-given "A's" for effort. In too few cases have people serving children in our schools or serving older people in rehabilitation programs stated their basic problems and concerns to researchers. Unless they do so, the major issues cannot be converted to researchable questions.

Service programs, more typically, have been passive sources of data for Ph.D's. My own was one of them.¹ I had the hunch that the literature on the speech and emotional problems of the blind child was probably right. I collected a number of these judgments from the literature and tested them out with a blind sample and a sighted control group. I found out that the literature was marked by a large number of stereotypes. For our sample of 84 pairs

of children the stereotypes were not accurate. Many of the difficulties attributed to the blind child were not found. I had expected to validate statements in the literature. Not so. This was an adventure in the world of research. The findings were dramatic and unexpected. Nevertheless, the era of service programs being used hit and miss, helter-skelter, for master's thesis and doctoral thesis should come to an end.

We need more systematic research. The universities' special education programs are now the main source of research data. Names like Ted Newland and Sam Ashcroft come to mind. A few people turn out a great deal of research themselves and through their students. But there are too few. A tremendous opportunity for research comes from the availability of federal funds for the establishment of on-going programs not only in schools for the blind alone but for research with a focus on the blind in state departments of education. It will be a tragedy if major institutions and departments of education, with the federal funds available, do not develop permanent research and evaluation units - not necessarily each one by itself but through cooperative programs to provide larger samples for study.

Research is often too disparate and too scattered. It is not programmatic. We tend to go on, project by project, grant by grant, idea by idea, with no line of research. Research projects become a series of dots that don't seem to relate to each other, that don't seem to get very far in view of the effort extended. Part of this comes, I think, out of the project grant system. In psychology we speak of "research bums" - the migrant laborers in the research vineyards. They are the people who follow research projects around, working on one grant after another, having no tenure but working on a series of unrelated projects for a series of institutions.

The plea here is for lines of research, for research programs, not unrelated project by unrelated project but project built upon project so that some of the underbrush can be cut away and specific areas can be mapped out.

Then, research tends to be too remote from theory. It is descriptive, often without even clarity of goals. It reminds me of the man who was hopelessly lost in a rural area and asked directions of a farmer out in a field near the roadway. The farmer gave him a very complicated set of directions. Then he said, "No, that isn't right." He started over and went through the process again. He tried it a third time. Finally, he said, "Well, you know, you just can't get there from here." There is a parallel to this in research. If you don't know what the input is, if you don't know what really happens, or why you want it to happen or what the goals are, it is extremely difficult to know how far along you have come.

There is a great literature on learning theory. There have been a dozen outstanding learning theorists, Hilgard, Guthrie, Skinner, Hull, to name a few. Yet, we have very little systematic application of learning theory in research with blind children. The principles are there, the learning problems are there, the challenge is there, but the product isn't being produced.

Research is limited by small samples and extreme groups. It is hard to establish relationships from extreme groups. I have just finished a follow-up study of extremely physically

handicapped children. Our sample is small; some fifty cases were all that we could find to meet our criteria. If you look at the normal curve, they are on the tail of it somewhere. Nothing seems to correlate with anything else. I can use an analogy to suggest why we run into some of the same problems in research with blind groups. If you have the intelligence scores and the income of 10,000 business men in a large city like Chicago or New York or San Francisco, you would find a significant correlation between salary and intelligence. The large sample would approximate the characteristics of a normal curve. But if you had the 20 business men in the same city who had the highest income, the correlation between their income and their intelligence scores would be about zero. With small, highly selected groups relationships are not clear.

We need larger samples. It is important to schools for the blind to cooperate for purposes of study and research to make it possible to apply standard statistical tests and derive generalizations more effectively than we have been able to.

Finally, results of research are too little publicized. Certainly, the Journal of this Association provides an appropriate outlet. But some activities going on are little known. The psychological journals frequently publish studies with blind subjects that never get into the literature for the education for the blind. Psychologists may read them and not care much about them. You, who really care, don't have a chance to see them and so they might as well have never happened.

If the researcher wants to communicate his results most effectively to the field at large he often has to write two articles - one, a technical report, the other a translation, a popular report for the teacher and for the administrator. Maybe he shouldn't do the translation but rather collaborate with somebody in the service field.

The time lag in application of research is of interest. Even a useful, effective technique takes a long time to get accepted. Just one example - around 1954, reports were made about the advantages of speech compression to speed up recording perhaps 25 per cent or more without loss of intelligibility. That was a useful idea but not much has happened in the 12 years since it was presented.

There are two suggestions for programmatic research that impress me. I'll mention them as examples, nothing more. We find that about two-thirds of the blind children in this country, according to Jones' report for the Office of Education,² are in some kind of integrated program. As we know, integration is a continuum. In some cases almost the total school life of the child is with sighted children, in others a very limited segment is integrated. Various programs lie somewhere between these extremes. I know of no studies which deal with the sense of well-being or the self-concept of children in various types of programs and the change in these factors over time. It would have been harder to do research in this area a few years ago during the tremendous fight between residential and day class interest that generated more heat than light. There is now a chance for objective research. Start with the goals of an integrated program, describe the activities promote those goals, and procede to measure their effects. We might also ask what are the comparable goals in a residential setting, the processes to achieve them, and the

results. The goal in this type of research is not to show that one system is better than the other, not to put the residential school out of business or to help the day classes stay in business, but rather to define and evaluate the process to see whether goals are being achieved.

The other area for proposed research is mobility training. Techniques were developed for adults, mainly veterans of World War II. They have been used for blind children without much evaluation. Five steps could be followed in an evaluation of mobility training: (1) set forth the goals and describe the techniques; (2) film the child at various points; before training, with two weeks of training, with two months of training, with six months of mobility training; (3) use a group of expert judges who are instructed in the goals; (4) play the film strips back in random order; and (5) ask the judges to determine which came first, which came second, which came third. If they can't do so accurately, has the mobility training program been successful? Or to suggest a related problem - can a readiness test be developed for mobility training?

If we are going to solve our manpower problem, researchers must be drawn from within the field and then be sent out to learn the specific research skills on the basis of their knowledge of the field and of interest in the research process. I am suggesting a "home-grown" process of building researchers rather than to import outside experts who never really engage themselves enough in the field to understand its issues. A real wedding of service and research would not be a shotgun approach of trivial single projects but would involve programmatic research, an articulation of basic theories, and means to operationalize them, and finally, measurement of movement of outcome.

Where larger samples are needed and cooperative programs are required, a professional organization of this kind is uniquely suited to play the role of encouraging and implementing research. Then too, we have to concentrate not only on childhood but on the full life cycle. I am amazed at the unreality of career outlets used in vocational training. The braille switchboard is an example. Many switchboards have already been replaced. The cord switchboard provides little hope of jobs for blind young people. We have an excellent example of new opportunity in the article by Sterling and Bauman³ on the application of computer training. They outline the many vocational outlets for the blind in the computer field but stress that success depends upon previous science and math training. If the grade and high school teaching is sloppy, if it is overweighted by sympathy, if mathematical errors are excused, the person is in no position to train for a computer job. If the science and math teaching is of high quality, if standards and expectancies are high, the person is in a much better position. In other words, in terms of the life cycle, what we do in the grade school and high school has its effects on later vocational training programs and on college achievement as well.

The world of research is an interesting world. It is the realm designated for the expression of man's spirit of inquiry. It can provide - it must provide sharper goals, more efficient techniques, better performance, and ultimately lead to increased well-being for the child and the adult. Education for the blind has reached a stage where it should think its own thoughts about research and formalize its issues into researchable problems. It

should devise more of its own research programs. It should train its own bright and promising personnel in specific research programs.

I am honored to share in your meeting. I hope that the fields I represent, psychology and social work, can make an increasingly significant contribution to the welfare and the well-being of blind children and adults.

¹Donald Brieland, "A Comparative Study of the Speech of Blind and Sighted Children," Speech Monographs, 1950, pp. 99-103.

²John W. Jones and Anne P. Collins, "Trends in Program and Pupil Placement Practices in the Special Education of Visually Handicapped Children," The International Journal for the Education of the Blind, XIV, 4(May, 1965), pp. 97-101.

³Theodore D. Sterling and Mary K. Bauman, "Employment Potential for the Blind in Computer Related Fields," The International Journal for the Education of the Blind, XV, 1(October, 1965), pp. 7-11.

THE SAN FRANCISCO STATE COLLEGE BRAILLE STUDY PROJECT

Dr. Berthold Lowenfeld

Research Professor
Frederic Burk Foundation for Education
San Francisco State College
San Francisco, California

The first part of The San Francisco Braille Project is really a study of the present status of braille reading instruction. We tried to find a cumulative description by sending out questionnaires which we asked the teachers in the schools to answer. We received replies from 50 residential schools, from which 130 teachers replied who were concerned with braille instruction on the primary level. We received replies from 258 different public schools, representing 390 teachers. This gave us the basis for a very complete description of what the present practices in braille reading instruction are.

In our questionnaire we asked such questions as: What grade of braille do you use in beginning braille reading instruction? With which hand do you encourage children to read? Does left-or right-handedness receive consideration in your program? Circle the finger or fingers which you encourage your children to use in reading. Who provides initial instruction in braille reading and how many are employed at your school in each

category listed? When do you introduce braille writing? What do you use to teach beginning braille writing - slate and stylus or braille writer? We received very interesting replies to these questions, results which are quite different from those which we might have gotten 10, 20 or 30 years ago. For instance, there are only four public school classes which use slate and stylus to teach beginning writing and 283 that use the braille writer. In residential schools we found that there are only two who use slate and stylus and 68 teachers use braille writers. Two schools use pegboards and pegs.

The second part of our project includes an experimental study involving 200 blind pupils. We selected 50 students each in 4th grade public schools and in 4th grade residential schools, making a total of 100 fourth graders, and 50 students each on the 8th grade level in public schools and on the 8th grade level in residential schools, making a total of 100 eighth graders. Only six of the students have as much as 5/200 vision; all the others have less vision than that and must be regarded as practically blind; none of them has a marked additional handicap. These 200 students were given the STEP Reading Test (the Sequential Test of Educational Progress Reading Test) and the Stanford Achievement Reading Tests. They were timed on the STEP test. Every teacher was asked to fill out a questionnaire on each student which included a set of rather exhaustive questions describing the student and his behavior in reading. We asked for the students' IQ; his over-all grade level achievement; when he was first enrolled at the school, and when he started receiving braille reading instruction; the cause of blindness; the students' visual acuity; the age at the onset of blindness; whether the student reads with the left hand, the right hand, either hand, or both hands; if he uses both hands, does he use the left hand to find the next line, use the right hand to find the next line, read the next line with the left hand before finishing the preceding line with the right hand, or vice versa; and if the student reads with both hands moving together in parallel motion. Concerning the student who reads with one hand, left or right, we asked what are his reading fingers and then we enumerated the fingers and combination of fingers. We also asked if a student holds his braille book when reading, if he reads in an even flow, or stops and repeats words frequently, making frequent return sweeps over the line or over larger parts of it; if he rubs letters often, occasionally, hardly ever; if he loses his place; if he accompanies his reading with silent speech movements; what the students' primary mannerisms in reading are - rocking, head movements, eye poking, others (surprisingly, we got on the 4th grade level 62 and 60% with none and on the 8th grade level 68 and 78% with none); if the student is relaxed or tense when he reads; if posture is erect when he reads, tense, or excessively bent; and if he reads outside the classroom - avidly, occasionally, rarely, not known. Now of course we have the students' reading rates. We have STEP grade scores, SAT grade scores and the chronological ages in months. All this material is now going to the computer in order to determine what are the relations, what are the critical differences if any, what is the significance of these differences, what are the correlations of certain items with others, and so on. For instance, what is the correlation of the reading rate with comprehension, with the SAT and the STEP scores. This is the body of the study.

The third step of the study will consist of a Workshop at San Francisco State College from July 5 to 9, to which we have invited 15 experienced braille practitioners, braille teachers,

to whom we want to present the outcomes of our research in order to get their interpretations and their advice on how these things ought to be evaluated and what significance they have from their point of view as experienced braille teachers. We think we will gain a great deal from this procedure in which a body of experienced braille practitioners is confronted with the results of a research study.

The last step of course will be the writing up of the study. This we hope will result in a book that should be of value to all those who are teaching braille in public schools and in residential schools or are preparing to do so.

THE RATE OF BRAILLE CHARACTER RECOGNITION AS A FUNCTION OF THE READING PROCESS

Miss Freda Henderson

Teacher, Tennessee School for the Blind
Donelson, Tennessee

There are many varying concepts of reading. Current literature in this field is rich with numerous definitions. Some authorities seek to be all-inclusive, expanding our concept of the scope and the complexity of the total process. I am sure that most of us are in agreement with these broad definitions that express the ultimate function of reading.

On the other hand there are leaders who would advocate that we delimit our concept of reading and be more explicitly definitive. For example, Charles Fries in Linguistics in Reading claims that we confound the issue by confusing reading and language development. He asserts that the only unique feature in reading is the graphic symbol. Therefore, in a pure sense, reading becomes the recognition of graphic symbols that represent an already well-developed pattern of oral language. Both the broad, comprehensive concept and the delimited, more selective one are defensible and of value.

Certainly, for the purpose of research in this area it is essential to analyze reading, define its components, and clarify the psychological processes involved in each basic skill. The investigator must design a plan in which he can hold other factors as constant as possible while he studies the effect of the one element upon which he is focusing. Yet he must never lose sight of the intricate multifactoral interaction within the total reading process. From the results of each bit of research, he forms new hypotheses for further testing. Ultimately, all of the findings fall into place together, making a composite picture that aids in the formulation and adjustment of principles and practices of teaching. Just such a program of research is currently under way through the Educational Research Department of the American Printing House for the Blind.

I have made these introductory observations hoping that they will help you to consider this particular project from the same perspective in which it was undertaken. It is a small project. It has several limitations, including its geographic confinement to one school and to a relatively small number of subjects. However, it was undertaken with the hope that it might contribute some little bit to the composite picture.

Some of the recent research seems to indicate that, for the braille reader, word recognition may be accomplished much more frequently through a progressive, character-by-character synthesis of the word rather than by means of immediate perception of the word pattern as a whole. It was my purpose, in the light of this hypothesis, to study what effect, if any, increasing the rate of isolated character recognition might have on the efficiency of the total reading process.

The research was set up as follows:

Pretesting and selection of subjects: Gates Basic Reading Test, Type A, Form 3 was administered to grades three through six. After a lapse of several days, Gates Form 2 was administered as a motivated pretest. Monetary recognition was offered to the subjects who, on Form 2, showed the greatest gain in rate of reading without decreasing their score in comprehension. This motivated pretest method was employed in an attempt to obtain a pre-treatment score which represented maximum ability and to stabilize the motivation factor throughout the project. It is interesting to note a significant increase in rate of reading on this motivated test, emphasizing again the importance of motivation to achievement.

Following this silent reading test, two groups were equated to serve as experimental and control subjects. The groups were equated according to sex, age, grade placement, I.Q., and scores on the Gates reading test. Twelve subjects were assigned to each group.

A second pre-treatment measure was obtained by administering a timed oral reading test individually to each subject of both groups. This was not a standardized test, but was a short story adapted from a reading series which was not familiar to any of the subjects. Errors of repetition, substitution, necessary aid, omission, insertion, mispronunciation, and loss of place were recorded during each timed reading. Although an oral check on comprehension followed the reading, this check was not included in the timing, as it is for the Gates silent reading test.

To obtain a third pre-treatment measure, a timed test in the recognition of isolated braille characters was administered. This test consisted of 220 characters. It included all of the 55 one-cell characters, each appearing as a stimulus, randomly, four times throughout the test. A subject's actual response was recorded in each case of error.

We then had three measures on each subject: rate and comprehension on the Gates silent reading test, rate and accuracy on the oral reading story, and rate and accuracy of character recognition.

Treatment: The second step in this project was an 18-day treatment program for the experimental group. The training was administered daily on an individual basis to each of the twelve subjects in the experimental group. It involved instruction to overcome errors in character identification plus practice to increase speed of recognition. The materials consisted of 20 different lists of braille characters. Each list contained a random order of the 55 one-cell characters. Initially, each subject read three lists per day. The number was increased until it reached six lists per day, and was maintained at that level. Each day's score was computed from the averages of reading time and errors for the two final lists of the day. The subject was motivated to improve his own record from day to day. A few other types of exercises for practice in character discrimination were interspersed throughout the treatment period, in order to stimulate continued interest. The best daily average made by any subject on the oral reading of these lists was slightly less than 29 seconds.

Post tests: At the conclusion of the 18 days of treatment, three post tests were administered to all subjects in both groups. Rate and accuracy of character recognition were again measured by means of a test requiring the oral reading of 220 characters. All errors were recorded.

Rate and accuracy of oral reading were measured by means of a short story. Again, this was not a standardized test, but was an adaptation of another part of the same material used for the pretest. Although these two reading measures were not strictly parallel forms, any variability was a constant for both groups.

Finally, a third form of the Gates Basic Reading Test, Type A - Form 4 - was used to measure rate and comprehension of silent reading. This was again a motivated test, with monetary recognition offered to the subjects who, without decreasing their degree of comprehension, made the greatest gain in rate over their score on the motivated pretest.

Rather than attempt to present a great deal of tabular information, I will merely give the most significant results of this research.

In the first place, the training proved effective in increasing the rate and accuracy of character recognition. This result was to be expected. The experimental group decreased their reading time by 40 percent and the control group by 14 percent. The improvement between pretest and post test and the difference on the post test between groups in favor of the experimental subjects were both statistically significant below the .01 level.

An examination of the accuracy of identification of these one-cell characters reveals that for all subjects of both groups on the character pretest the mean number of errors was slightly over 43, or approximately one error per five characters. This finding would suggest that our students do not adequately develop character discrimination through the normal reading process. On the final test the experimental group decreased their mean number of errors by 83 percent, while the controls decreased by 13 percent. On this final test the experimental group had 59 percent fewer errors than did the controls. These results are obviously significant.

But our main question was whether or not increasing the speed and accuracy of isolated character recognition would have any significant effect on the total reading process. So, we turn to the second measure - that of oral reading. The experimental group improved their mean rate by ten words per minute - from 73 to 83 words per minute. The control group made no gain. In fact they had a fractional loss. An analysis of the pre- and post stories revealed that the words were slightly longer in the final story than in the initial one, so we converted rates into characters per minute rather than words per minute. On this basis both groups showed a gain. The experimental group made a 25 percent gain, while the controls made an 8 percent gain. Regardless of which unit was used as a basis of measurement, the gain in post test over pretest and the gain of the experimental group over the control group on the post test were both significant below the .01 level.

As far as accuracy of oral reading is concerned, both groups improved. The experimental group had a 22 percent decrease in the number of errors, as compared to an 8 percent decrease for the controls. Although this difference is not statistically significant at the .01 level, it does indicate an absolute gain in accuracy in favor of the experimental group.

On the longer Gates silent reading test, which was the third measure, although the gains on the post test were not statistically significant, they were still directional in favor of the experimental group. Sixty-four percent of this group increased their reading rate without detriment to their comprehension score, while 22 percent of the control group showed an increase in rate with no decrease in comprehension.

Therefore we can say that, under the conditions of this study, increasing the rate of identification of isolated braille characters was accompanied by a significant increase in the rate and accuracy of the total reading process. The results of this study would suggest the advocacy of broader, more comprehensive research on the function of individual character recognition and word synthesis in the process of braille reading.

PERCEPTUAL FACTORS IN BRAILLE WORD RECOGNITION

Dr. Carson Y. Nolan

Director of Educational Research
American Printing House for the Blind
Louisville, Kentucky

Since the beginning of 1960, Cleves Kederis and I at the American Printing House have been studying the perceptual processes involved in the tactual recognition of braille words. To this time, 14 studies related to this problem have been completed. Our studies in this

area, to a great extent, are analogous to the types of studies that have concerned perceptual factors in print reading.

Print reading studies, which are extensive, have taken a variety of forms. For example, photographic studies of eye movements during reading have revealed that the eyes move irregularly with brief fixations and that perception occurs during the fixation periods. Tachistoscopic studies of the behavior of skilled print readers have shown that groups of letters, words and groups of words are recognized at the same amount of exposure as required for individual letters of the alphabet. Other rapid exposure studies of word recognition have identified certain stimulus characteristics which affect word perception. The general conclusion from this research has been that familiar words are perceived as wholes by means of their total structure under the influence of certain characteristics of their components. It is from this source that the concept of "whole word" reading stems.

In the case of braille reading, while it has not been explicitly demonstrated, it does seem to be assumed by many that tactual reading proceeds in a manner similar to print. One educator has written, "The children soon learn the shapes of words and groups of words and later recognize them as whole words." Another says, "Most (blind) children, however, learn rather quickly to recognize words as wholes by their shapes..." The number of such statements appearing in the tactual reading literature gives evidence of considerable agreement among educators on this question.

It was within this framework that the research described in this paper originated. Its purpose was to study perceptual factors in braille word recognition in order to more clearly delineate the cues that make braille whole word recognition possible. Knowledge of the factors important to perception in braille reading could have wide application in design of instructional methods, refinement of remedial reading techniques and, possibly, development of training programs for increasing braille reading speeds.

The procedure used in most of our studies has followed the same general pattern. Subjects have been high school students. They have been selected from the upper and lower thirds of the distribution for reading speeds at these grade levels. However, only subjects who comprehended at a relatively high level were selected. Participants in the experiments were required to recognize braille words and characters under conditions of controlled time of exposure. The words were first exposed for time intervals below those necessary for recognition. Then exposure times were systematically increased until the subjects were correctly able to identify the stimulus. The basic data for the studies consist of recognition thresholds for the braille words and characters and of the errors made by the subjects prior to recognition.

As you might guess, the findings of our studies are quite extensive. One thing that our findings do is to reveal the great complexity of the braille reading process. Many things determine the time of exposure necessary for tactual word recognition. For example, the time required to read words increases as words become longer and as words decrease in familiarity. Words with many dots occurring in the lowest row of the braille cell take

longer to recognize than words with fewer dots in this position. Words containing contractions are more difficult to recognize than words without contractions. The more contractions a word contains the longer it takes to recognize it. These factors combine to augment the effects of one another.

As was just mentioned, the time required for tactual recognition of words is positively related to the number of characters they contain. In several of our studies, we have determined the length of time necessary to recognize the individual braille characters contained in our stimulus words. When we compare the time necessary to recognize a word with the sum of the times required to recognize the characters it contains, we generally find that the word recognition time is longer. This is, of course, opposite to findings for regular print reading.

This evidence leads us to believe that the perceptual unit in braille word recognition is not the whole word shape, but is the individual braille character. The process of word recognition appears to be a sequential integrative one in which word recognition is the result of the accumulation of pieces of information over a temporal interval. Generally speaking the braille reader accumulates information as he moves from cell to cell, some integration of this information is made as this sequence occurs, and, often a significant amount of time is required after the last character is sensed before all the information is integrated to arrive at a word percept. This process is most obvious in the reading of unfamiliar words.

That there are exceptions to this general conclusion should be apparent immediately. In many instances in our studies readers identified words correctly before they had touched all the characters the word contained. This happening rarely occurred with words of three characters or among any unfamiliar words. However, as the number of characters in words increased, the probability of recognition before all characters were sensed also increased. The explanation for this phenomenon very likely is that the skilled braille reader employs a far greater variety of cues in word recognition than is directly available from the braille characters themselves.

As in the case for other perceptual activities, word recognition appears to be based on a probabilistic model of the braille reading environment. In other words, in the course of developing skill the reader learns that certain things tend to follow one another and utilizes these relationships in word recognition. Evidence for probability learning exists even at the level of simple character recognition. In our research, we have exposed individual braille characters at times that were too short for most readers to recognize them. Reader identifications of characters under these conditions mostly were wrong. However, the erroneous character named was more often one that appears very frequently in reading and less often one that occurs more rarely. The rule seems to be, when in doubt about what you see, you have a better chance of being correct if you name a character that appears quite frequently.

Other more complex cues than simple frequency of character occurrence are available to the tactual reader. The relative probability of one letter following another can be a cue.

For instance, whenever we encounter the letter "q", the chances are extremely great that the next letter we see will be "u". Experience with the frequency of occurrence of sets of letters can provide cues for word recognition. The occurrence of prefixes and common stems in the English language restricts the possibilities of certain letters or letter combinations following. Therefore as more letters of a word are encountered, the probability for correctly guessing the word is increased.

The context in which a word occurs provides many cues as to its meaning. In our studies, we have found that placing a familiar word within a meaningful context reduces the amount of time required for its recognition. While this effect does not occur for words of three characters, it is apparent in the case of five character words and pronounced in the case of seven character words. Under the conditions of our studies, it was interesting to observe that while context helped in the recognition of familiar words, it interfered with the recognition of unfamiliar words. In the case of the latter, it appears that skilled readers, relying habitually on cues derived from preceeding context and information derived from sensing the initial parts of words tend to perceive the stimulus as a familiar word. Since in our experiments we have stacked the deck by changing the relative probability of occurrence of familiar and unfamiliar words, their probabilistic perceptual model is no longer valid. This leads to a higher frequency of erroneous perceptions for unfamiliar words.

It was mentioned earlier that our high school subjects were selected from the upper and lower thirds of the distribution for reading speeds in such a manner that both groups have equal and high amounts of comprehension. We have named these groups fast and slow readers. When compared, fast and slow groups selected in this manner are equivalent in age, grade level and distribution of sexes. They do not differ on measures of tactical discriminatory ability. Groups selected in this fashion do differ in IQ, the mean for the fast groups being about 120 and that for the slow groups being about 100.

When the reading behavior of these groups is compared, the following appears. Estimated mean reading speed for fast groups is about 130 wpm and about 65 wpm for slow groups. It takes about twice as long for the slow readers to recognize individual braille characters as it does for fast readers. Word recognition times are from 60-100% greater for slow readers. While the dynamics of the braille reading process appear the same for the two groups, increases along any of the word dimensions studied (length, familiarity, contracted-uncontracted) results in a disproportionate increase in word recognition times for the slow groups. Context helps less in recognizing familiar words and hinders recognition of unfamiliar words to a much greater degree for slow readers as compared to fast. Slow readers recognize many fewer words before all the characters are sensed than do fast readers.

Although the descriptive data for the groups are meagre, the fact that IQ is the sole measure on which they differ stimulates this kind of speculation. The groups are equal in comprehension but vastly different in rate. Rate of braille reading may therefore be highly related to the intelligence of the reader. If the braille character is assumed to be the perceptual unit in reading, then the associative integrative burden of the braille reading process can be assumed to be far greater than that for print. If this is the case, a higher

minimum intelligence may be required to learn to read the braille system or to develop a degree of skill to read it with any facility than has generally been assumed.

The results of our research to date provide literally dozens of directions for additional research in the area of tactual reading. We are reaching the point where implications for reading instruction are becoming apparent.

IDENTIFICATION OF ORIENTATION AND MOBILITY SKILLS FOR YOUNG BLIND CHILDREN

Lawrence E. Blaha

Principal Investigator, Mobility Project
California State College at Los Angeles
Los Angeles, California

Orientation and mobility for the blind is a relatively new discipline. The systematic use of basic techniques, i.e., hand and arm techniques and the use of a long, light, functional cane as a mode of travel began during World War II. However, it is well to remember that the techniques have been validated empirically with more than a thousand blinded adults. In recent years, these techniques have also been used successfully with blind youth at the secondary school level. Now, there is a great interest in developing orientation and mobility for young children.

This increasing widespread interest in the application of this discipline to young blind children has resulted from many factors: (a) the implications of recent studies concerned with the similarity of developmental characteristics of blind children and sighted children¹; (b) the important role of physical independence in feelings of self-worth and social interactions; (c) the early efforts of training centers, such as those at San Francisco State College and the University of Minnesota, to offer workshops in orientation and mobility for classroom teachers of the blind and (d) the impact of the numbers of congenitally blind from the "retrolental fibroplasia bulge" to the elementary schools.

Current practice in education implies that both sighted persons and blind persons have common basic needs and developmental tasks to be satisfied. The difference between the blind and the sighted, however, lies in the manner in which each relates to and gains information about his surroundings and thereby orients himself.

The more meaningful the basic orientation to the environment, in terms of training, variety and quality of experience, the better will be the total development of the individual and his command of his environment.

A Planning Study was conducted at California State College at Los Angeles under a grant from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.² It was designed to survey the current needs for orientation and mobility instruction for blind youth in Los Angeles County during June 1964 to July 1, 1965. The population selected for this study consisted of 280 braille students enrolled in public schools of Los Angeles County.

Each subject met the definition of "legally blind," used braille as a communications tool, and was enrolled in one of the grades, kindergarten through twelve. Their ages ranged from five to twenty years.

Certain findings of this Study have important implications for our topic today: (1) one-half of the subjects are diagnosed as retrolental fibroplasia; (2) almost three-fourths of the subjects are congenitally blind or had lost sight prior to age five; (3) as the age of the blind youngster increases, he becomes less able to cope with the relatively more complex daily demands of independent functioning; (4) an analysis of the parents' opinions relating to the orientation and mobility skills and needs of their children indicates that many age groups lack important basic understandings, i.e. street numbering systems, compass points (N, S, E, W) and basic directions.

Therefore, one recommendation of the Study was that appropriate orientation and mobility experiences for pre-school and elementary-school age children be investigated.

An application to undertake research with young blind children was submitted to the U.S. Office of Education. The grant³ was awarded and became effective June 15, 1965. Dr. F. E. Lord is Principal Investigator and Miss Clarice Manshardt is Research Consultant.

The primary purpose of this initial project was to develop an inventory of orientation and mobility skills and related concepts for blind children, ages two through twelve, together with a behavioral or sequential description of different levels of performance within each major skill. This inventory is intended to be a guide to pre-school workers and to teachers of young blind children in describing and evaluating progress in these skills and concepts.

The ordering of the inventory is to be linked to typical developmental patterns of growth. Specifically, Havighurst's theory of developmental tasks provided a helpful guide for patterning sequential behavior in this area of living. Havighurst's description of a developmental task follows:

...a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks⁴...

The developmental studies typified by Gesell⁵ also provided a model for sequencing the inventory.

Havighurst's definition led to the major assumptions of the project. These assumptions are: (1) that the growth of a blind child would approximate that of normal children when the former are given the full benefit of appropriate experiences and training; (2) that appropriate orientation and mobility instruction must be a part of younger blind children's experiences; (3) that the pattern of developmental tasks for blind children is, to a significant degree, comparable to that of seeing children; (4) that orientation and mobility techniques provide the skills and experiences for the blind child which will allow and facilitate accomplishment of his developmental tasks.

The procedures utilized the past year have been, initially, to arrive at a master list of orientation and mobility skills related to normal developmental patterns. To do so, the following steps were undertaken: (1) The literature describing orientation and mobility skills was reviewed and a list of skills were compiled. (2) The literature relating to developmental patterns in locomotion, living skills, spatial concepts and sensory awareness for all children was analyzed and linked to the basic list of orientation and mobility skills.

For example, for children ages five to six in the area of physical environment, the developmental referent is, "explores materials tactually: touches - handles." The orientation and mobility skills and related learnings for blind children are: "uses tactual clues to identify major features of a room: door, windows, cabinets." In the area of corridors and playgrounds the developmental referent is, "able to follow simple route." The orientation and mobility skills and related learnings for blind children are: "trailing technique, initially used to establish familiarity with corridors." "Simple landmarks utilized." "Use of sounds, temperature changes, air currents as cues." "Understands terms such as 'bumpy,' 'smooth,' 'narrow,' 'wide.'" "Counts doors."

The compilation of the master list of developmental data and orientation and mobility skills provided a major basis for development of items for approximately sixty sub-scales designed to evaluate the performance of blind children in this general area of orientation and mobility.

Six experienced elementary school teachers of blind children also added behavior descriptions to the pool of possible items. By working under a system of planned observations of blind children, the staff, with the help of special consultants, refined the sub-scales which were submitted to three juries: a group of teachers of blind children, a group of orientation and mobility specialists and a group of child developmental specialists. The juries were requested to order each sub-scale sequentially from the easiest to the most complex components of a skill and to rate the significance of the sub-scale to the inventory as a whole.

The sub-scales have been revised in the light of the jury and staff evaluations, and a first experimental edition of the scale has been used in a field trial. At least one child at each age level from two through twelve was evaluated. Statistical analysis of this first trial is in progress.

The final edition of the instrument will include approximately 40 sub-scales each of which has three or more items. An example of a typical sub-scale is as follows:

FOLLOWING INSTRUCTIONS WITH RESPECT TO TURNS UNDERSTANDING TURNS

- | | |
|---|---|
| ___ Turns around upon request to face opposite direction. | i.e. Approximates 180° - half turn |
| ___ Turns quarter turn upon request. | i.e. Approximates 90° -square corner |
| ___ .Makes complete turn in place. | i.e. Approximates 360° -full turn |
| ___ Turns to establish diagonal line of travel. | e.g. Approximates 45° - one corner to opposite corner |
| ___ Turns above given angles stated in terms of degrees. | e.g. Approximates commonly used angles, 180° , 360° , 90° , 45° |

USING DIFFERENCES IN ELEVATION

- | | |
|--|---|
| ___ Verbalizes about definite changes in in elevation. | e.g. Ramps, slanting driveways |
| ___ Verbalizes an awareness of gradual slopes. | e.g. Slight rise in pavement; incline to garage |
| ___ Uses elevation as cue and/or landmark. | e.g. Slanting driveway apron |

USING SIGHTED GUIDE

- | | |
|---|---|
| ___ Holds hand of sighted adult guide | |
| ___ Grasps sighted guide's arm | e.g. Thumb just above elbow, fingers on body side. |
| ___ Walks with guide under normal conditions. | e.g. Walks to side and one half pace behind guide. |
| ___ Uses positional cues and movement of sighted guide in crowded areas and on steps. | e.g. In crowded area or narrow passage he extends arm and moves directly behind guide when sighted guide pushes his own elbow toward center of his own back. Stays one tread behind on ascending and descending stairs. |

___ Assists in opening and closing doors.

e.g. Drops one pace behind when guide opens door. If the open door is on his side, he holds it open for both to pass through. If door is on guide's side, he momentarily grasps guide's arm with his opposite hand and extends his other arm so that he may hold the door open with the other hand. If door is not self-closing, blind person closes it.

___ Maintains own alertness and orientation.

e.g. Knows in which direction he is traveling.

___ Directs sighted guide when necessary.

e.g. Familiar route to a destination.

___ Instructs companions in sighted guide techniques.

The field trial has provided helpful material for the next steps of the project. These steps include: (1) Preparation of a professional manual of instruction which will define terms used and otherwise assist users in making objective evaluations of children under comparable conditions. (2) Administration of the instrument to a representative sample of blind children to verify the usefulness of each sub-scale and the proper sequencing of items within each sub-scale. (3) Evaluation of the effectiveness of the diagnostic value of the inventory. (4) Submitting a demonstration proposal that would experimentally test a systematic curriculum of orientation and mobility for young blind children accompanied by illustrative lesson plans and guides.

I should re-emphasize that the purpose of the instrument being developed in the present phase of this research project, is to define and validate a series of scales which will serve to guide teachers of the blind and professional workers of the blind in selecting appropriate experiences for children with whom they work.

It is hoped that a well-illustrated teacher's guide to orientation and mobility for blind children will be a supplement to the inventory.

The supplement and the inventory then can provide for beginning a program for children where they are and later checking mastery and needed teaching as the systematic program progresses.

¹Arnold Gesell, Vision: Its Development in Infant and Child (New York: Paul B. Hoeber, Inc., 1950).

Miriam Norris, Blindness in Children (Chicago: University of Chicago Press, 1957).

²"A Planning Study for Orientation and Mobility Instruction in the Schools of Los Angeles County", Project Summary: Vocational Rehabilitation Administration Project RD-1406-S.

³"Identification of Orientation and Mobility Skills Relating to Developmental Tasks for Young Blind Children": Office of Educational Research. No. 5-0980-4-11-3.

⁴Robert J. Havighurst, Developmental Tasks and Education. (New York: David McKay Company, Inc., 1952) p. 2.

⁵Arnold Gesell, Frances L. Llg, et al., Infant and Child in the Culture of Today. (New York: Harper and Row, 1956).

Arnold Gesell, Frances L. Llg, et al., The Child from Five to Ten. (New York: Harper and Row, 1956).

Arnold Gesell, Frances L. Llg and L. B. Ames, The Years from Ten to Sixteen. (New York: Harper and Row, 1956).

ORIENTATION FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

Robert Gockman

Orientation and Mobility Instructor
Department of Vision and Hearing Services
Catholic Charities of Chicago
Chicago, Illinois

"My child is blind and because he is blind I will be his eyes. I will keep him close and protected but who will do this when I am gone? No, rather than protecting him and sheltering him I will teach him to be independent so that he will not be a burden to the world but a living, contributing part of it."

What you have just heard was an introduction from a radio program preceding a series on counseling for the blind. It struck me with its drama and insight, all summed up in a few short sentences. Just like this story's beginning, it wasn't long ago when our whole society thought in terms of sheltering, protecting, and even hiding the blind. Many institutions were devoted to this idea and many parents followed this example.

Today we like to think that our ideas are vastly changed - and they are. We are thinking in terms of fulfillment. We know that blindness imposes certain restrictions and we are finding ways in which to compensate or overcome them. For instance, we know that the loss of mobility is a terrific loss to any person, however we know that research and demonstration projects are ways and means for gaining additional information. For this

we are very thankful .

The Vocational Rehabilitation Administration has supported a demonstration project for providing orientation and mobility training for blind Junior and Senior high school students for the last four years with the Catholic Charities Department of Vision and Hearing. Its primary purpose is to fill a void where there has been no orientation and mobility training. Other purposes are: (1) to actively assist these children to gain mobility and independence; (2) to determine the frequency of instruction that would be most effective for children; (3) to determine the factors which are related to orientation and mobility success; (4) to note the effect of training upon the child's academic and social activities; (5) to note the effect such training has upon enlarging the child's physical environment and (6) to note if the addition of mobility training has enabled him to better control his environment.

Our objectives have been to utilize the orientation and mobility techniques in use at the Veterans Administration Hospital, Hines, Illinois and make them more effective for children. This program has been applied to the Catholic Charities Program for the Blind in Chicago under the direction of Miss Marian Quinn, Director of the Department of Vision and Hearing Services. In the four years that this program has been in effect, 43 students have received training. A resource room provides the additional setting for the fourth through sixth grades. An itinerant program services the seventh and eighth grade students and also the Senior high school students.

Sequential lesson plans are contained within five units which progress from skills basic to all orientation and mobility:

1. The use of basic hand and arm protection, the use of a sighted guide and all techniques that would be considered pre-cane techniques.
2. Indoor cane travel with the use of the cane; e.g., travel within the school environment to locate various objectives within the building.
3. Residential cane travel, e.g., moving further away from the school environment to include the residential area surrounding the school.
4. Business travel, e.g., moving along busy streets, utilizing public transportation and in effect, traveling within an area that is very complex.
5. A unit consisting of special instruction or student evaluation. This unit would provide for any special needs that the student may encounter after regular courses of instruction have been completed. If no special instructions are requested, periodic checks would be made to determine how well a student is doing after completion of regular instructions.

While our results are not yet statistically conclusive on all the phases of this demonstration, the following represent results or trends:

1. Mobility skills as practiced by the Center for Blind and Visually Impaired Veterans, Veterans Administration Hospital, Hines, Illinois, are extremely effective for children. Only a few minor revisions have been noted. However, there is a greater need for orientation procedures with children than there are with adults. We know that there is a distinct difference between an adult who has lost his sight after many years of seeing than there is with a child who has been congenitally blind. We need to provide the child with a background of information for best results.

2. The frequency of instruction plays an important part in the eventual success of an orientation and mobility program. Indications point to a minimum of instructions for the average student to approximate at least three period per week of 30 to 40 minute durations. The ideal situation would be a five day per week schedule of the same duration for each lesson.

We have noticed that the children who have received training which has most closely approximated the ideal training situation have been the most successful students.

3. Success in training relates positively to the factors of: intelligence, the amount of residual vision available, the recency of visual loss, the parental attitudes toward independence, the child's ability to take on responsibility and chores, and travel objectives. Goals which are useful and practical to the child can be utilized as powerful factors.

4. In relation to social and academic activities we find that social activities are increased for many students, as he gains in his ability to be independent to come and go as he pleases. Academic activity is insignificantly affected even though the orientation and mobility program has been superimposed upon the regular educational curriculum. From a random sample the mean indicated a positive gain of one point using a grading scale of 0 to 100 points. A noteworthy point which has evolved is the fact that even though social activities may be increased the academic scores remain stable.

5. The enlargement of travel range is definitely increased for the students receiving training. During a particular six month period of time, a student's increase in range of travel may extend from a low of travel within his school and very immediate neighborhood, to a high of travel within a much greater area both by foot and public transportation.

The normal extension of travel more closely approximates safe, efficient and effective travel within the school, training area and home area, primarily residential in nature, and within a radius of approximately one-half mile in every direction.

Additional travel training will advance the student to the more complex situation of travel when his needs become greater.

6. Control of environment is decidedly better. Orientation training provides a frame of reference, sensory training heightens awareness, and mobility training provides an efficient mode of travel.

One girl, Frances and no longer a child, participated on the program at the start. She has since been independently mobile within her integrated high school traveling to and from with the use of foot travel and public transportation. She now attends a Chicago College and continues to be mobile in her latest situation. She is capable and able to travel within the City of Chicago so that her various needs and interests may be met. A boy, Richard, having the same background is currently enrolled at the University of Illinois at Champaign. He travels so efficiently over the campus that he has been exemplified as a "model" traveler. Our pride in these graduates of the orientation and mobility program is almost unbounded.

The implications of this project lie not in the recognition that this has been an unusual or a distinct educational experience for some of our blind children - rather, that existing programs for the blind need to include orientation and mobility training within their curriculum in order to have a "complete" program which meets the need of every blind child TO BE INDEPENDENT!

THE CHILD WITH LIMITED BUT USEFUL VISION

A PERSPECTIVE

Dr. Natalie C. Barraga

Associate Professor of Special Education
University of Texas
Austin, Texas

As I have listened the past two days to the very challenging and informative sessions bringing to our attention exciting new knowledge from the research in the area of reading - a skill so vital to the total learning process - then to the fine progress we have made in understanding the many related variables pertinent to the means of helping children expand their world and their learning opportunities, I have thought: Surely we are living in an era filled with tremendous innovations to enhance our abilities to provide optimal learning opportunities for visually handicapped children.

The above topic is but another example in which new ideas, new research projects, and improved teaching methodologies are being developed. First of all, let me attempt to establish a communicative basis for the discussion. Whom are we talking about and what are the visual characteristics of children with "limited but useful vision"? The medical or legal measurements of acuity are of little concern - they do not tell how much or how little a child can use his vision for learning. We may be talking about the child who has little more acuity than light perception, or we may be talking about the child who has considerably more than a measured acuity of 20/200. We are

talking about children who have not developed their visual abilities to the fullest extent, or indeed may never have learned how to see. The basic question is: how can we best help each child achieve optimal use of his limited vision to enhance, supplement, or provide the maximum learning through his limited vision?

Only in recent years have teachers of visually limited children become cognizant of bodies of knowledge gained through research in the interrelated areas of medicine, psychology, and education from which can be developed a valid theoretical rationale for meaningful experimentation and research with children with limited vision. To highlight only a few of the studies, first let us look at medical research. From this discipline we have:

1. Evidence that seeing is not an instantaneous phenomenon but a gradually developing process physiologically - learning to fixate on a selected visual stimulus until a stable image is perceived and recognized.
2. Evidence from long term studies that children considered blind at birth were found to have varying levels of useful vision in later childhood and adolescence despite the fact that no planned learning experiences had assisted them in developing visual abilities.

Secondly, from psychological studies, knowledge shows:

1. That the ability to see is primarily a function of the brain - not the eye itself.
2. That the ability to perceive visual images can be accomplished even when there are severe impairments in the visual mechanism.
3. That the ability to perceive images visually can be a learned developmental skill, and can be taught to the majority of children who have residual vision. Learning theory tells us that all developmental learning follows a sequence from that of form perception, to outline shapes, to discrimination of specific forms and outlines, and finally to that of actual recognition of objects or images to which a name or label can be attached. Only then has one learned to see.

Thirdly, from educational surveys and research we know:

1. That children once thought to be "blind" for educational learning, and who acquired information only through braille or other tactual means were becoming print readers as they moved through educational experiences.
2. That many children with varying degrees of acuities from quite low measurements of 3/200 to 5/200 were using their vision for some or all of their academic work.

With basic evidence of this nature several research projects and experiments have been initiated to establish the validity of a planned program of visual stimulation for children with low vision. These studies have yielded highly significant statistical findings which are indeed encouraging, and suggest the need for more studies as well as the implementation of developmental visual learning programs in classrooms.

Implications

In the future, greater attention should be directed to:

1. Children with limited vision during their preschool years. Constant focus on visual experiences, assistance in verbal interpretation of what the child is seeing, and psychological encouragement and motivation to attempt to stabilize blurred images will prepare young children for sequentially planned educational learnings through use of limited vision.
2. Carefully designed research to establish the feasibility of concentrated visual development programs for all children with any degree of visual ability prior to the introduction of braille symbology as the reading medium.
3. The validity of more carefully planned readiness programs for children with "borderline" vision whose learning potential may be in question due to lack of enriching experiences or to average or below intellectual functioning. Recent research suggests that a much higher level of cognitive organization is required for effective speed and comprehension of braille symbols than for print symbols. Perhaps the majority of low vision children should have the opportunity of concentrated developmental stimulation programs of learning readiness of an exploratory nature.
4. Research on the use of optical aids in conjunction with developmental teaching is totally lacking. Educators and vision specialists should collaborate on well-designed research of this nature with all school-age youth, but especially for children in the early school years.

A new day is dawning for children with limited but useful vision, but the light will not shine brightly without the interest, concern, and cooperative planning and communication of medical, optical, psychological, and educational specialists in well designed research.

GUIDES FOR TEACHERS IN WORKING WITH VISUALLY LIMITED CHILDREN

Miss Cornelia Benton

Vision Resource Teacher
Salt Lake City Public Schools
Salt Lake City, Utah

Whether you work in a self-contained classroom, have a resource room, or operate on an itinerant basis, you are familiar with the problems that confront the child with indefinite vision. He has indefinite vision only because we are not able to define it and he is not able to communicate adequately about it himself.

It seems to me a child is partially sighted if he has any usable vision. I like the statement in Dr. Barraga's study¹ that says, "In the case of children, the concern should be with visual efficiency and not visual acuity." The ophthalmologist's report is important and gives us some clues also as to what kinds of problems we may encounter because the child has a specific anomaly. However, there is much more that a teacher must explore on her own if she is to discover this "visual efficiency". This, therefore becomes one of the first tasks to which she assigns herself.

There is much evidence to indicate that the visually impaired child needs to be taught to see. I believe this is true of a child born with all of his perceptual apparatus. If this is true how much more it must apply to the child with whom we are now concerned. If we are going to teach this child to make better use of the vision he has, we need to know where to begin; therefore we observe him in as many situations as possible. In addition to observing him in the classroom, on the playground etc. we initiate, purposefully, many kinds of activities that help to give us clues as to how he is operating.

This past year I borrowed quite heavily from Katie Sibert's Criteria for Determining Usable Vision of Visually Handicapped Children² for use with a low visioned student just beginning first grade. Some of these activities were: working with colored blocks; sorting such things as cars, buttons, spools, beads etc. according to size and shape and color; finding pairs just alike, opposite etc.; studying pictures and talking about them, picking out big things, small things, something green, something alive etc. She suggests taking the child for a walk around the playground and talking about what is seen, noting very carefully such things as, how far away can he see a car coming or identify playground equipment, trees and the like. Whatever is done should be recorded in some form. If careful records are kept over a period of time usually a pattern begins to emerge that gives a reasonably valid basis upon which to plan a program of learning to meet his needs. This is not to say that we put him in a neat little compartment and say, "this is it," for we know that we have to evaluate continually. The regular classroom teacher should be asked to share in this assessment for if she knows some of the things to look for she may be able to make some very valuable observations of his

visual functioning. This is true also for the parents. Thus you establish a working team of detectives, so to speak, with the hope that the child will benefit.

After this inventory of visual skills has been taken, much of the information may be used for actual teaching purposes, helping the child to recognize likenesses and differences, discriminating in many ways, learning such concepts as big and little, up and down, over, under. We can teach him to pick up clues of his own and watch for new things that he has not seen before. Most of all we must motivate. Make it an exciting game, this business of seeing!

In addition to this important need to see better is the child's need to be accepted socially, to become more responsible and independent. Research has pretty well shown that these students do not do too well socially. It has been my observation that this social adjustment is very closely related to self acceptance, for a child who accepts himself as of not much worth is the one the others shun. So we begin by building on his strengths, helping him to succeed and even excel perhaps, in some areas so that others will begin to look at him with respect. Close cooperative effort between the special and regular classroom teacher as well as the parent is necessary to bring this about. This boy or girl needs to learn how to take responsibility for himself and make adjustment himself for his own needs. It becomes very easy for these children to lean on the special teacher or to wait for the classroom teacher to take care of his needs. He must be taught.

I have a little girl who was first assigned to me in the second grade. One of her big problems was that she waited for the teacher to tell her to go up close to the chalk board to copy her arithmetic. If the teacher failed to do it she would start to cry. She was in the fifth grade this past year and one of the most independent of all my students. She had to be helped to see that it was her responsibility to look after herself and the more she did it herself the less conspicuous she became in the class.

This area of responsibility carries over into planning for academic help. At first these children have a very difficult time evaluating their weaknesses to the point where they can even tell you what they are. It takes a lot of training sometimes to get them to the point where they will actually ask for help. I heard an itinerant teacher say once that she would go to the classroom door, call the child out, and ask him how he was getting along. If he thought everything was all right she went on her way again. I must confess I was a bit shocked for I know that it takes more than a few minutes at the door to find out how Johnny is doing. I find too, that you can't just say, "How are you getting along?" because the answer is almost invariably, "Fine," or, "I don't know." You really have to get down to cases. Better it is to say, "Did you get your arithmetic finished today?" or "How many spelling words did you get right this week?" or to the high school student, "How far along are you with your science project?" "Is your history outline complete?"

Once they know you are checking on them, that you are keeping close enough account of what they are doing to ask specific questions, they often will take more pride in doing their assignments. The teacher will try to alert you to a test coming up but it

is good to hold the student responsible for letting you know when he is going to need to have his test brailled or done in large print. There is no reason why a fourth grader cannot notify you a few days ahead when she knows she is going to need a new reading book. Even the first grader can be trained to let his special teacher know that next Tuesday his class is going to the zoo so that he won't be in the resource room that day.

Most of the good we can accomplish with the child depends upon our rapport with the classroom teacher and how well we communicate with her. She needs to know what our role is and what her responsibility is in making this service a success. An early conference with the teacher is a must and this one should be of sufficient length to make reasonably sure he or she understands something of the child's problem, what adjustments need to be made and how we work together to bring this about. In our program we try to accomplish this by not later than the third week of school or as early as possible in the case of a child assigned later in the year. If the problems are severe I drop by even sooner than this to let the teacher know that help is on the way. Then we need to check back often to make sure the teacher has understood the message. To those who are situated in a resource room this is not so much of a problem, except perhaps with a new person in the building, because the faculty is already oriented to the program.

We should check often on the child's progress. I would like to emphasize here that we should take as little of the teacher's time as possible but make each visit count for something. Try to make the teacher feel good about having this child in her class. Be specific in the questions asked. We don't just say, "How is he doing?" Rather ask such questions as, "Is he completing his arithmetic assignments? Does he turn in his home assignments on time? How did he get along with his report on South America? Would you like me to help him with his handwriting?" Be completely supportive and as available as possible when the teacher asks for a conference. We should make it easy for the teacher to get in touch with us. The teacher also needs to be kept informed of the educational implications of any new findings we have made, as the year progresses.

Researchers have found that the areas involving visual-motor coordination almost always cause problems so we need to be alert to these needs. I believe it is imperative that the teacher be able to do diagnostic testing and teaching. Problems can be eliminated early, or better still, avoided entirely if a thorough program of this type is carried out. If the special teacher, for example, keeps in such close touch with the classroom teacher that she knows when new arithmetic concepts are being taught she can follow up with reinforcement and clarification. Partially seeing students come to rely heavily on auditory clues and I find quite often miss such simple mechanics as where to place the second row of numbers in a two-digit multiplication problem. This applies readily also to handwriting skills where close observance of a chalkboard demonstration is almost impossible. Reading difficulties arise for the same reason, especially in the early stages of learning.

And so it seems to me that difficulties develop not so much from the lack of visual acuity per se but from the lack of special help in adjusting to this lack. We should

therefore keep doing more to help the children in our programs and work hard to find other students who are not receiving the necessary help.

¹Natalie Barraga, Increased Visual Behavior in Low Vision Children, American Foundation for the Blind, Monograph No. 13.

²Katie N. Sibert, Criteria for Determining Usable Vision of Visually Handicapped Children, for use in Stanislaus County Schools (California).

FINDINGS AND IMPLICATIONS OF EXPERIMENTAL TEACHING IN VISUAL STIMULATION

Carol Halliday

George Peabody College for Teachers
Nashville, Tennessee

There are many children called "blind" who have some vision, even just a little, which can be used to varying degrees of effectiveness. Practical use of such vision is not something, generally, which simply happens. Rather, we now know that children possessing residual vision need definite guidance and education in its best usage. When we once learned that most such youngsters not only suffered no ill results through using the visual capacities they had, but would suffer instead by not employing them, the way was cleared for beginning concerted efforts to spread this urgent, vital "gospel"

In 1963 a study, with this goal in mind, was conducted at George Peabody College by Dr. Natalie Barraga. One aspect of this study was the publication of Increased Visual Behavior in Low Vision Children by the American Foundation for the Blind in the following year. As a result of the program undertaken, it was apparent that even a short-term teaching effort could significantly improve the visual efficiency of young, low-vision children: subsequent assessment revealed that proficiency was maintained over a long period.

Because of the acknowledged importance of this whole area and the recurring expressed need for further research, a replication was undertaken at George Peabody College, within the domain of the Special Education Department and by means of funds supplied through the United States Office of Education. Answers were sought to the questions: Could results comparable to the earlier ones be achieved with other children? Could other investigators obtain comparable results using the same experimental teaching approach as was devised by Dr. Barraga? Could data be obtained to further validate

and determine the reliability of the Visual Discrimination Test designed by Dr. Barraga specifically for the original study.

At this point please permit a diversion to, and emphasis on, certain key factors which bear repetition. First, the purpose in teaching children to use their remaining vision more efficiently will vary with each youngster. The overall goal is to help the individual extend his visual ability, not to teach a youngster, necessarily, to read print. For some children this may mean to enable them to distinguish colors; for other, to recognize forms - for still others, to read the printed word. Second, every teacher of visually impaired children can contribute to these individualized goals and, indeed, needs to stimulate a child to his best visual performance. Third, the materials by which this can be done can be quite simple in nature so long as they take the child where he is and lead him on, in progressive steps, to what seems to be maximum visual use. Fourth, the earlier such education begins, the better.

Now, let us return to the Peabody replication study, look at it in terms of those involved and of its results, and consider especially the reactions of the teachers as related to the overall program. From the schools for blind children in Kentucky, Tennessee and Virginia, 24 youngsters were included in the experimental group. A control group was constituted of 17 children from the Arkansas, Illinois and Texas schools. The subjects were selected by the following criteria:

- Ages 6-13;
- Grades 1st-5th;
- IQ - 70+ (as measures where possible within the last 2 years by IHB Intelligence Test or the WISC verbal scale only);
- Instructed as braille readers from first to present grade placement;
- Instructed in the classroom with other than visual materials;
- Judged ophthalmologically as having not less than "object perception" (or "counts fingers" ability to "light perception") up to no greater than 8/200 vision in the better eye, corrected, with the impairment resulting from conditions present at birth and with a prognosis of no improvement;
- Free from other known impairments which might present additional problems for learning.

A comment here would be appropriate as to the positive response given to the request to the participating schools that they involve themselves in the replication study. Not only does it indicate their awareness of the need for further research in this area - it also gives evidence to the interested cooperation of our colleagues when they are approached regarding such meaningful efforts. It is therefore with a warm and sincere appreciation to the personnel of these schools, as well as to Dr. Barraga for her constant helpful interest, that this report is given.

It should be noted that there were certain departures in the replication from the original study: 1. IQ limit was lowered from 80 to 70 because it was felt that this measurement was not too exact, in any case, and that children in this lesser range could very well

benefit greatly from participation in such a program; 2. the visual acuity limit was extended from 6/200 to 8/200; 3. negro children were included as subjects, along with white youngsters. These departures were considered as positive factors allowing for broader, enriched findings.

The replication program began and ended as did the original, with the administering of the Vision Discrimination Test to every child participating and with the obtaining of distance and near vision acuity measures for each. In most cases, these were ophthalmologically done. The VDT was especially devised in the original study as a measure for determining and evaluating children's visual prowess through noting their recognition of forms, pictures, inner details, letters and words in order of increasing difficulty.

Now let us turn our attention to the teachers in the experimental program. In two cases, these were members of their school's faculties; in two schools, teachers were recruited from other sources. In all instances, selection was based on: the teachers' interest in and understanding of children and the program; their familiarity with readiness materials and their use with pre-print reading children; their enthusiasm for and vital philosophy of teaching. In three cases, the teachers were personally oriented to the program and trained regarding lesson plans, instruction, materials and record keeping by a research assistant who had been involved in the original study. The fourth teacher had also been involved in the earlier program and was especially suited to her role by this and her other qualifications.

The programs carried out by each teacher with her group of children varied in specifics but revolved around the basic tenets mentioned: approximately eight school weeks were spanned; daily lesson periods ranged from 30 to 45 minutes and involved two (or occasionally three) children at a time, although some single-child sessions were held as was necessary; the 44 lesson plans of the original study were used as the general working framework; these lessons began by leading the children from tactual to visual recognition of tangible objects, then to recognition of outlines, inner details, observations of likenesses and differences and, ultimately, into the recognition of letters and words. The teachers were urged to follow the developmental approach of these lessons with care although they were urged also to use discretion in supplementing or departing from the lessons as was deemed appropriate. The pre-test VDT scores of the children were not given to their teachers prior to instruction because the approach was not one of remediation of specific problems but rather was general in nature. Instructional sessions took place during the school day and were scheduled at the optimum time possible from the standpoint of the children's schedules and the availability of the instructor. Throughout the instructional sessions emphasis was placed on the kind of rapport between children and teacher which would urge maximum interest and effort from the youngsters. Care was taken to afford a good physical situation, in terms of lighting and comfort. The teachers constantly evaluated and recorded the progress of each child and gave attention, as well, to the practicality of the lesson plans and the materials used.

Inasmuch as the materials used in the original study - the puzzles, forms, pictures, etc. - had been made by the investigator, it was necessary in the replication process to develop and obtain materials which were as closely akin to the prior ones as was possible. This was done in consultation with Dr. Barraga, through purchasing appropriate readiness supplies from various commercial sources. Teachers were urged to add to these purchased kits, with which each was furnished, through making their own appropriate supplementary materials.

We will next consider the results of the replication study. It should be noted that the VDT post-test scores of the experimental group were significantly higher than their pre-test scores. Therefore, significant gains in visual functioning as measured by this test resulted from the replication study, as was true of the original study. Inasmuch as other investigators were involved in the replication study, it is thus apparent that positive results could be obtained by different persons using the same experimental teaching approach as was originally employed. Additional information was also provided regarding the reliability of the VDT. The test-retest coefficients of correlation were 68.5 for the experimental group and 98.5 for the control group. A complete report of the study was given to the United States Office of Education.

Now let us turn our attention to the reactions from the participating teachers - their comments and observations which can serve as guidelines for our thinking and programming regarding children called "blind" but who have remaining vision which can be utilized with increased effectiveness.

The overall reactions of the teachers included the following:

1. All children completed the programs with increased confidence in their ability to use their vision for learning.
2. The response of the children and the progress they made call for a continuing program of this nature.
3. The program was terminated just as some children were approaching consistent interest and progress, reaffirming that individual factors influence the rate, direction and degree of learning to use one's remaining vision effectively.

As each program ended, the teacher involved was asked for a written summary of each child's progress. A glance at these summaries reveals such excerpts of statements as these:

1. One little girl really had very little usable vision. At the beginning she used her hands constantly and made little or no attempt to use her eyes. By the end of the program, her hands were still, and she was trying to see the material. Her vision is rather specialized. She has excellent color perception; she was able to recognize letters of 1" to 2" in height made with a marking pen but could not see letters made with a narrower line. She progressed to the point of being certain of the things she could see, and hence no

longer felt the need to guess aimlessly at everything.

2. A six-year old was better in communicating what she saw with understanding. Her least improvement was in reading of words. However, she recognized the likenesses of letters and words, and further teaching might enhance her efficiency.

3. One child did not improve visually to any great extent. She improved tactually and had a better concept of materials from hearing them discussed, and handling them, than some of the others. Visually she fluctuated. She could discern smaller objects better than she could larger ones.

4. On boy did well in all the lessons until print letters and words were introduced. He was convinced he could not read print and said it was difficult to see the material, although when asked to discriminate like and unlike letters and words he was able to do so. During the last weeks he became more reserved during the lessons. It seemed that he could have resented the fact that his partner was reading.

5. It was necessary for another child to hold all material against her eye. At the end of the lessons it was noted that she could work better with the material against a wall. She was reading words and sentences at the close of our program.

6. A remarkable little boy seemed to want to absorb everything he could in the short time he had. By the close of the program he was reading at primer level.

7. Another boy was a complainer from the start of the program. He repeatedly voiced his fear of being forced to "read print". This fear did not leave him until near the close of the program when he realized that he could see pictures and that the shapes he had been seeing recently were, in fact, large print letters. In the first weeks, he functioned as a totally blind child. The command "look" had to be followed by the words "with your eyes". He guessed freely and admitted it. Consequently, great care had to be taken in phrasing questions. As he learned to trust his vision, he resorted to guessing only occasionally. By the end of the lessons, he was showing a definite interest in his ability to see simple pictures and large letters. He told his teacher, "I'm blind, but not very blind."

Perhaps it appears strange that comments which seem to be negative are interspersed with more positive ones! On second thought, however, one can see the many constructive implications which are found therein. We are reminded of the necessity to individualize the approach to each child, by which his needs can best be met. We see the importance of reaching him early, before he is set in his ways and has learned only to use his hands because his lesser visual ability has gone unnoticed and untaught. We are encouraged to value and utilize those kinds of motivation which will help the child to want to see what he can. We are reminded that programs of this kind can fail simply because a child's participation is scheduled at a time of day when he is less alert or has to miss another activity which he enjoys doing. We see the necessity for continuously and

progressively stimulating a child's visual use, not to the point of frustration, not to the neglect of his efforts in other areas, but to the point of stimulating him, through tiny challenges of increasing difficulty, until he is making what seems to be good use of his remaining vision.

In the case of one school, the classroom teachers of the experimental children were asked, some four months after the completion of the study, how the youngsters were functioning visually at that point. Comments ranged from noting "little observable change" to "names of colors and pictures of things are more meaningful," "their interest in trying to see has picked up, but not to the point that the girls felt they were going to be print readers;" "the program is valuable, but care must be taken that children not be led to expect they can ultimately do more than they are able;" "the program should be more far-reaching; it should start earlier and should go farther."

Recommendations growing out of the replication study, in summary, made these points. They are a plea not only for the continued expansion of helping the children themselves to develop their visual powers so far as seems feasible but are an urgent cry, as well, for further meaningful research.

1. Attempts should be made to extend this kind of program from the youngest age levels, through reaching infants in their home-settings, to the older age levels as the child passes through his school years.
2. Other means and other instruments for evaluating progress in visual discrimination need identification.
3. A program of this kind should be made applicable to children with additional handicaps.
4. The VDT should be further developed to extend its range.
5. Additional guidelines for curricula in this area should be developed; the lessons should be expanded, the materials supplemented, teaching procedures need further delineation.
6. Pilot programs should be developed integrating stimulation in visual discrimination into curricula in programs for visually handicapped youngsters.
7. Research should be undertaken to develop diagnostic procedures for specific types of visual disabilities and to provide specific approaches to treatment in terms of these diagnoses.

Implicit in the aforementioned lies the assumption that colleges and universities which are responsible for training teachers of visually handicapped children must include in their programs preparation for ways of enabling teachers to educate children with remaining

vision to its most effective use. It goes almost without saying that teachers of such children in integrated classes need to be informed, as well, in this vital educational aspect.

The beauty of this entire area of childhood education lies in its relative ease of incorporation into a given school's program. Teachers who are already sensitive to the individual needs and capacities of their children can provide many opportunities through the school day for a child to use his eyes in a practiced way. With the youngest children these opportunities need to be a formalized part of the curriculum, but it is time well spent when enriched learning is the result. As parents are helped to realize in constructive ways how their children's learning can take advantage of every sensory channel, even when only a remnant of one kind exists, each youngster's life experiences can thus be expanded. The challenge to each of us, as educators of children, lies in setting realistic goals in this area as in all areas and in meeting them through concerted, progressive efforts throughout the years of childhood. The result will be seen in individuals who can thus gain from, and give to, life in a more vital, meaningful way than would otherwise have been possible.

It has been said that research should lead to the enhanced well-being of the child as well as the adult. How can this help but be the case when educational areas such as this - the enabling of a child to use his powers to increased fulfillment - are recognized for their importance and are incorporated into the life experiences of every child who can profit thereby!

ADAPTATIONS OF MATERIALS FOR USE WITH LOW VISION CHILDREN

Ruth Holmes

Teacher, Illinois Braille and Sight Saving School
Jacksonville, Illinois

What materials can I, as a teacher, use to help a child with limited but useful vision to discriminate, interpret, and understand that which he perceives? The individual child and his ability to use his vision must be the first consideration. However, we need to consider the budget when preparing our list of materials. There is a matter of storage space when the materials arrive. Consideration should also be given to the materials on hand or which can be borrowed for a short time. If the materials already available are not suitable, improvisation by the teacher is very important. Materials used in a new way can make the teaching seem new. The student does not appreciate warmed left-overs in the classroom any more than you appreciate them on your table at meal-time.

This is an age of experimentation. Space talk and anticipated trips to the moon have become a part of our lives. Should this idea of experimentation not be carried into the classroom also? Perhaps an idea, a method or materials have been discovered or used somewhere else before. Perhaps part of it was borrowed, but if you have discovered it for your classroom, no matter what the age or area, then it is new. Children differ greatly, therefore teaching methods and materials should be flexible.

Recently I was involved with some experimental teaching closely paralleling Dr. Barraga's study and its replication. The subjects were of junior and senior high school level with near vision measurements from light perception and counting fingers, up to 20/500 in one eye. This problem of materials was necessarily one of the first considerations when becoming involved in a study such as this.

Light was the first and most basic material needed, light in addition to that which is considered adequate for work with low vision per se. A variety of lights including incandescent and indirect white light which provided spot-directed light were collected. These lights furnished well over 100 candle power and for the most part could be manipulated by the subject to meet the particular needs of a project. The Dazor Floating Fixture combination light and magnifier was in great demand. An adjustable type lamp such as the Tensor was also found to be good. There was an observed relationship between the amount of vision and the need for light.

The child should be allowed to experiment with the amount and adjustment of light. It is wise to remember that only the child sees through his eyes. For instance, one of the subjects worked very hard to alleviate shadows which hindered her ability to see. Adjustments made for her were often not correct. Had she not been able to make her own adjustments, she might not have been able to successfully accomplish her task. A slight shadow not noticeable to most, hampered her ability to see.

Adapting materials for learning sharper discrimination in height, length, geometric shape, letter, word, and picture present additional problems for solution. The inner core of paper towel or wrapping paper presents a gross form with which to work. These can be cut to various lengths and painted, offering the student training in both eye-hand coordination and discrimination. Reducing the size in the training material, the Montessori type wooden peg sets, or if these are not available, dowel rods from the lumber yard of different sizes and lengths would follow. In order to reduce size further, Cuisenair Rods developed for arithmetic primarily prove to be useful. Here again, color discrimination can be taught.

Figure study can begin with the geometric set from the American Printing House, geometric insets, and/or parquetry blocks. Of course, the "do it yourself" element is important and the actual reproduction of the figure itself proves useful.

This blends itself very nicely into basic letter and word study. Experimentation with various sizes of chalk on black boards proves helpful in making gross movements and distinguishing figure or letter. This knowledge and ability can be easily transferred

to writing materials such as paper, pencils, felt tip pens, and crayons which might be used at a desk.

Letter and word study fall can be aided by the use of flash cards such as Dolch series or those from the Milton Bradley Company and others. Bulletin board letters of different sizes are good points of reference. Word puzzles and games add variety. Here one might find a variety of materials browsing in a book store, dime store, toy departments, or catalogs. Some items may need to be enlarged or darkened.

Picture discrimination can start in a developmental pattern from the gross with silhouettes, to single concept type. Posters such as those on "Manners" and "Safety," published by the F.A. Owen Company; simple pictures with little background and to those with more detail, both in the figure itself and in its background can be progressively used. Magazine and catalog pictures can be cut either for simplicity or to include more detail.

It takes a long time to collect a good useful library of materials. The needs of the child must be met at any level, however, and the enhancement of subject matter with various materials enriches the learning experience. If stimulated, the visual abilities grow as the child grows.

You say at this point, "I've tried many of these things in my classroom." I had also, but I found that time did not always permit the sequential pattern of development. This is essential. An initial learning situation followed by on-going enrichment in the classroom might present a workable solution.

There is no easy set method or list of materials that will always work, but there are established patterns and lists of materials which can be used as guidelines. Use your basic knowledge and imagination to experiment. Take any material from a carefully built stockpile and manipulate it to do the job you want it to do. Better yet, teach the child to manipulate it. Let the child help you to help him.

We need to be constantly looking around with an open mind and a desire to learn. Tomorrow may bring a new idea from the most unexpected place. It also brings with it rewards as it has to me. One morning one of the high school boys who had been in the experimental class for approximately two months came to me, hardly able to contain his excitement. He said, "Mrs. Holmes, do you think my vision could be improving?"

"No," I replied, "I don't believe that your vision is improving so much as I would hope that your ability to use it might be. Why?"

"I saw a bird on the lawn this morning, and it was a robin! I had never seen one before!" was his answer.

Then there was the junior high school girl who called excitedly across the room after approximately three weeks of hard work in trying to learn to focus, "I can see where my pen is, I can see what I am writing!"

SERVICES TO MULTIPLY IMPAIRED BLIND CHILDREN

Pauline M. Moor

Program Specialist in Education
American Foundation for the Blind
New York City, New York

I would like to share with you a few comments about multiply impaired blind children on the national picture: first, in regard to the children themselves, and secondly, in regard to services which are currently available to these children.

Children Under Discussion:

Professional persons are concerned about the number of blind children who are leaving school or being dropped from school, for whom there seems to be a dim outlook for the future. Many of these children either come to a standstill in their academic achievement, or they reach a stage where little may be offered them through the existing school program. What is going to happen to these children? Are they going to be able to live as independent persons? Are they going to be employable? Do they have skills which will enable them to earn a living? Educators are asking if there is something more which the schools might be doing to discover and develop latent skills or aptitudes which will be helpful to these persons after their school experience.

There are also children who have not as yet been in school. These children have been described as being "too immature," "mentally retarded," "not fitting into the program," or "requiring too much care." There are many reasons why these children have not been enrolled in current services: i.e., staff shortage, inappropriate curricula, lack of space and physical facilities.

There are also young children of preschool age in whom an impairment in addition to their blindness may be observed. A few are recognized as "defective", in the medical sense, as early as in infancy. These children represent innumerable, and sometimes unknown, combinations of impairment. There are those who are blind and have a severe hearing loss. Others function as deaf children, that is, they are not able to perceive, or "receive the message." Some children are mentally deficient. As may be expected, there will be blind children at the lower end of the I.Q. distribution curve as well as at the upper end. Some will have cardiac disorders and other crippling conditions. There are also children who are anxious, fearful, withdrawn, often not recognizing themselves as persons and not communicating verbally.

The Census Bureau reports about 4,200,000 births each year. The latest report is that the annual rate is decreasing rather than increasing, and that by 1970 about 4,100,000 births may be expected. Reports from the National Institute of Neurological Diseases and Blindness state that one out of sixteen births shows some kind of neurological deviation.

It may not be severe - it may be quite minor - disappearing within the first few months of life. Some of the children will be blind. Those children whose only impairment is blindness should develop well; but it is also known from demographic studies pertaining to the prevalence of blindness, that many of these children may be multiply impaired and in need of a variety of services.

Turning to the causes of multiple impairment, some conditions may be traced directly to prematurity. The hazards of prematurity are well known. Others result from metabolic disorders, birth trauma, viruses, etc. The possible damaging effects of drugs has also been noted, as with thalidimide some years ago. Other causes are still unknown.

Certain findings from medical studies concerned with the epidemic of maternal rubella (German measles) which occurred in the United States between the years 1963 and 1965, are being reported. For example, the first trimester of pregnancy is the most critical period for a pregnant mother to contract German measles because of the vulnerability to this virus of brain cells and of the organs such as the eye, ear and heart of the fetus. Some investigators believe that the virus affects the fetus by slowing down the growth process of the brain cells. Normal cell division is slackened, thus it would seem reasonable to assume that the child is born with a brain cell deficiency, hence mental deficiency.

Other causes of impairment may be considered under the general heading of deprivation. Considering first sensory deprivation, it is well recognized that the blind child must use all other modalities, all other avenues of learning, which he has. He soon learns ways of functioning which are convenient for him. These should be respected, if they allow him to function more adequately, and should be taken into consideration especially when the child's development and potential are being evaluated.

Not only is there sensory deprivation, but many of the children have lacked opportunities for learning, a deprivation so closely allied to lack of vision! One has only to observe for a few moments a group of seeing children at play or in school, to be reminded of the extreme experiential deprivation which can so easily result from blindness without adequate opportunity for learning about the world, its things and its people.

Experiential deprivation may be seen at any age level. For example, there was the baby who was kept safely in his bed long after a time, when he should have been encouraged to sit up, bolstered with a pillow, that he might have a feeling of an upright position, or to stand on his feet, that he might know the sensation of feet on floor and legs supporting weight. To take another example, there was the young girl who at nineteen years of age was through school but had never rinsed her hose in a basin of water because it had always been done for her. Neither the baby nor the young girl were necessarily "retarded" but they both lacked opportunities for learning.

Another kind of deprivation may be observed. A child should learn at an early age to distinguish between things and people; he should know himself as an entity, how he differs

from things. It is quite possible for little children to lack such understanding - as with the little girl who thought she was part of a piano and only functioned well when touching or playing the piano. How does one help a child to understand things and their use, or people and their purpose? The notion that it is important for any child to have a knowledge of himself and to have a close relationship early in life with another person has been repeatedly substantiated through studies of child development. A child must know people if he is going to be able to know himself.

These children present certain common characteristics. They are generally slow to learn self-help skills such as, dressing themselves, eating and taking care of their personal needs. Some children seem to persist in certain behavior. (How often one hears: "He has a one-track mind!") They may resist new experiences and tend to react negatively, often in a self-protective manner, to that which is strange or unfamiliar to them. Sometimes, they do not communicate verbally or they repeat what has just been said in the same tone of voice. Some children have motor patterns which appear bizarre. Little is known about the reason for or cause of these mannerisms, but there is evidence that they serve a definite purpose to the child who is blind. Some have a different gait, a spastic-like walk or tiptoe step. Many have excellent memories and ability to recall. When one approaches, hopefully to help, they seem to have a tendency to ward off all kinds of intrusion.

One of the major problems is that evaluation of the blind child is so frequently based on what such characteristics indicate when observed in a sighted child, rather than on what they mean when observed in a child who must function without sight. Methods of evaluating a blind child require serious consideration, but beyond the purview of this present discussion related to services.

Current Services:

A. Medical:

Attention should be called to two medical programs. First, through the Collaborative Project conducted by the National Institute of Neurological Diseases and Blindness, fifty thousand mothers are to be studied before and after the birth of their children. Information concerning causes of deviation should be available from such extensive and detailed data.

A second program is that of the Secretary's Committee on Mental Retardation which administers public or federal funds to support education and welfare programs, research grants, training grants, the construction of facilities, etc. It is through this program that one sees the development of new diagnostic and evaluation clinics, birth defects clinics and related services to young children. Such services should make possible early identification of impaired children.

B. Educational:

Thinking first of the younger children, it has been clearly demonstrated that early

services directed toward blind children of preschool age can generally enhance their development, help to alleviate problems, and be most supportive to parents. Today, in every state there is more awareness of the significance of a child's early formative years through such federally supported programs as that of Head Start. It may be observed, however, that at the same time, many services to young blind children have been diminished rather than augmented.

Multiply impaired blind children have always been enrolled in our schools. However, one is undoubtedly more aware of them today because of their increasing number. They are currently enrolled in both private and public residential and day schools, specialized centers, and hospitals and training schools for mentally retarded children. Certain state hospital schools, for example, are beginning to offer more intensive care and training to retarded blind children with support from Hospital Improvement Program funds, another example of the current effort to combat the effects of mental retardation.

Various approaches in working with these children are observed. In one setting emphasis may be upon training and teaching: self-help skills; recognition of objects, their uses, similarities and differences; relationships; time concepts; space concepts; freedom of movement or mobility. And speaking of "mobility," for the baby it begins with his early motility, recognition later of his mother's voice, and awareness of the direction of its sound. What are the tactual experiences that are important to the child? How may sense training materials, such as Montessori equipment, be used most effectively? What new materials should be used in teaching?

If the above mentioned approach seems to have teaching and its core, often in quite structured situations, other approaches may be described as being more therapeutically oriented. Many types of therapy are noted, all directed toward helping to develop in the child a sense of his own well being, to improve his "symptoms," so to speak, and to strengthen interpersonal relationships and family acceptance of the child and his blindness.

Another approach focuses upon the physical development of the child. In some instances emphasis is upon body-building through high-protein diet and physical exercise. Some programs are highly structured with specific objectives such as that of neurological reorganization, the development of dominance as a specific goal, and consequent improvement of sensory perception. The purpose of all these educational services has been most aptly stated by a school superintendent who says: "We are trying to give every child as much opportunity to respond as possible."

In working with these children we are constantly learning more about the complexities of child development. We are realizing the importance of consistency in handling. We are recognizing the importance of firmness and how children respond to a strength they feel in their environment. As a psychiatrist who treats blind children often points out, the television commercial is extremely convincing to a blind child. The voice is there: strong and immediate! Do we handle children with the same kind of stability and do we instill in them the same kind of confidence when we are with them?

We are learning more about what is involved in change, when children have to make transitions in their personal relationships, or in their life span. We see cultural differences and their effects upon the child. We know the importance of success and how it motivates children to further achievement!

Many questions remain unanswered. How do some children try to communicate with adults? Do they communicate differently among themselves? What is this "inner language" which some children use? How does fear affect a child? Can a fearful child learn in the classroom, or at home? What is the tolerance threshold for some of these children? How can a child's progress be appropriately evaluated? Will he hold a particular level of achievement or regress later?

How do these children learn? A recent article¹ discusses ten identifiable theories of learning, every one of which must be applicable to children who are blind. But maybe the question should not be concerned with theory of learning as much as with "theory of instruction."

The phrase of "theory of instruction," is borrowed from Dr. Bruner's book, Toward a Theory of Instruction, in which he discusses the "dialogue" which takes place in a teaching-learning situation.² It may be between parent and child, instructor and pupil or professor and scholar. A question invites a reply; in like manner, action invites reaction in response. Does a blind child's question or behavior bring a response from his teacher, or houseparent, which serves as a building stone for further achievement?

In summary, there are many blind children today in need of special educational services and it is likely that the number will increase. Some of these children are in schools where different approaches are being used in an effort to foster their optimum development and achievement. Much has been learned about teaching these children, yet many questions are still unanswered.

In an era of unprecedented technological advances and innovations, new theories, materials and devices are emerging. It is to be hoped that the same creativity may be found in the field of education, and that these children may benefit. The need is for more teachers who are ingenious, inventive and ready to try new approaches.

¹Morris L. Bigge, "Theories of Learning," National Education Association Journal. March 1966.

²Jerome Bruner, Toward A Theory of Instruction, (Harvard University Press, 1966).

WHAT THEY ARE ALL DOING

Maurice Tretakoff

Director, Hope School for the Blind
Springfield, Illinois

While there has been a vocal and literary dialogue on the education of blind multiple handicapped for many years, quietly there have been some isolated experimental programs developed throughout the country in recent times. Some have originated in schools for blind children while many have developed in schools for the mentally retarded. The programs vary in philosophy and methodology as well as in quantity and quality. What is fascinating is that programs with diverse approaches to the problem claim some qualitative success. Is it possible that methodology is really not as important as most educators would like to believe? Is it possible that sincere, professional teachers who use any one of many well constructed pedagogic techniques will obtain equal, or near equal, success in training these children? Or could it be that extensive human contact in a stimulating environment is the major ingredient that produces success in many of these programs?

As one reviews the philosophy and the methodology of the various programs, one becomes aware of some commonalities in all of the procedures. It becomes evident that teachers cannot teach emotionally disturbed children in groups. The child is referred to a psychologist for therapy and he may be excluded from a structured program. The goal is to stabilize the child so he may re-enter the world of social beings and group living; the therapy recommended may be individual, group or play and these procedures are well documented.

One form of therapy that is not used to any great extent since it is difficult to implement is what I call the "controlled environment" approach. The goal of this form of therapy is to create an atmosphere of acceptance in which a disturbed child can positively respond. It is imperative that all personnel including housemothers, cooks, maintenance men as well as teachers have a warm feeling of acceptance for each child. If this accepting environment can be kept consistent over a period of time, most children will relate to this human warmth and somewhat resolve the symptoms of rejection. The "controlled environment" is fundamental to the Hope School program. To insure that a disturbed child who is progressing does not regress, it is imperative that counseling sessions be held with the parents. This should be an integral part of any residential or day school program.

While the process of stabilization of a blind emotionally disturbed child is ongoing, there should also be an attempt towards developing self-concepts and general orientation of the self to the immediate environment. Developing a self concept should begin as early as possible with a teacher in a one to one relationship. The child is taught the parts of his body beginning with the features of the head and systematically following the appendages of the body ending with the feet and toes. The teacher uses the methodology

of pointing the child's finger to a part of the child's body (i.e. eyes) and names that part. After considerable repetition, the teacher asks the child to point to a part of its own body upon request. If the child responds correctly, the teacher knows that the child has learned the name of that area of the body. This method is very effective with non-verbal children.

Once the child has developed a self concept, the teacher then attempts to establish an elementary relationship between the child and his immediate environment using the identical method. After clothing, the names of eating utensils and pieces of furniture are taught.

The development of a self concept also introduces a child to the world of receptive language. Though a child may be non-verbal, he can attain a considerable meaningful vocabulary through this system of instruction. If a blind emotionally disturbed child is not aphasic, he usually will develop expressive language as he regains emotional stability; this is not true with blind aphasic children. The development of expressive language is critical to the future training and education of blind multiple handicapped children. Without it, a child will be a candidate for custodial placement.

Following this comes an introduction to spatial relationships; for after the development of a self concept and a meaningful vocabulary the need for a blind child to develop spatial relationship and general orientation are of the greatest importance. Spatial relationships and orientation are the synthesis of stimuli received by the various senses. These can be developed by following the methodology originated by Edward Sequin over one hundred years ago and elaborated by Maria Montessori. By concentrating on sense training, a child can be taught to use the remaining senses of hearing, touch, smell and taste effectively. At its culmination, a child will have developed some comprehension of what he is and what the immediate environment is in which he lives.

As a child stabilizes and matures it becomes necessary to socialize him. For the ability for a child to successfully relate to others within a group setting is primary to any real progress. This next step begins when a child is introduced to another child in a class setting. The emphasis is on sharing a mutual teacher and materials. Eventually they learn to cooperate with each other and this leads to participation in a larger group.

As a child matures socially with comprehension, he seeks a wider latitude of independence. This independence implies an ability to learn and assume responsibility for self-help skills as well as some household duties. A child could become responsible for setting a table, washing and drying dishes, making beds, preparing a snack lunch and the use of a telephone.

Thus the goal of all programs for the blind multiple handicap include an attempt to stabilize emotional disturbance, development of a self-concept and language, spatial relationships and general orientation, sense training, socialization through group participation and the introduction of self-help skills. Depending upon the individual potential of each child, it is possible that upon attaining adulthood, a blind multiple

handicapped person could achieve an academic equivalent of the fourth grade level and, perhaps, qualify for a sheltered workshop.

A REVIEW OF RECENT LITERATURE ON THE MULTI-HANDICAPPED CHILD AND RELATED AREAS

Dr. Randall K. Harley

Assistant Professor, George Peabody College
Nashville, Tennessee

Many articles have appeared concerning need for services for multiple handicapped blind children, but there is very little research on this group. The research which is available is largely limited to describing the results of surveys, appraisal and evaluation, or the establishment of new programs. Several studies supported by the U.S. Office of Education, Division on Handicapped Children and Youth, are under way which should contribute important knowledge in the future. This paper reviews the research concerning multiple handicapped blind children during the past three years.

Among the surveys, Jones and Collins (1966) reported a substantial increase in special school services for children who have one or more major handicaps in addition to visual loss or impairment. Seventy-three per cent of local programs and ninety-four per cent of residential schools reported serving children who had one or more additional handicaps such as emotional disturbance, mental retardation, speech and special health problems. However, only nineteen per cent of the residential schools provided programs for trainable mentally retarded blind children.

Dauwalder (1964) in a survey of ophthalmologists reported an incidence of 24.52 per cent for the multiple handicapped among the totally blind, and increased numbers were forecast for the next five year period.

Kirk (1965) noted in a study of Detroit's program for blind children that the majority of the children in the program had an I.Q. below 82. She recommended special classes for the slow learning blind. Buckman (1965) noted that of the 137 children in a residential school, 96 were diagnosed as having additional handicaps to blindness. There were 67 children with psychiatric disorders, 45 with mental retardation, and 39 with epilepsy or brain damage without motor involvement. Dinsmore (1966) noted an increase in registered deaf-blind children in this country from 133 in 1945 to 417 in 1965. She estimated that this figure represented only one-half of the actual population.

Cohen (1966^b) in a follow-up study of blind children noted that 50 per cent of the children with visual acuity of light perception or less had an I.Q. below 70. He hypothesized that much of the retardation was due to generalized psychological impairments such as visual deprivation. This deprivation could affect the brain's information handling capabilities in addition to the loss in perceptual integration due to effect of the absence of visual input. Visual deprivation may also be a cause of emotional problems because of the inadequacy of perceptual data for intersensory confirmation of the environment.

Miner (1963) found speech defects among 33.6 per cent or 293 visually handicapped children in two residential schools, but discovered no differences between boys and girls or those who used braille or print. Selection factors and institutionalization were not controlled. Haspiel (1965) studied early developmental data on 60 disturbed visually handicapped children. Similarities between this population and sighted schizophrenic and/or autistic children were noted. Deficient language, speech and auditory functioning appeared to be utilized as a defense mechanism against an unacceptable environment. There appeared to have been a marked absence of babbling among the children at the preverbal state and it was concluded that verbal interaction between parent and child was lacking for the emotionally disturbed blind child. Weinberg (1964) investigated the incidence of stuttering among blind children in residential schools and found it to be within the range of the normal population.

Appraisal and evaluation of multiple handicapped blind children is an important area that has received consideration. Gruber and Moore (1963) describe appraisal and evaluation of severely disturbed blind children including medical, neurological, and psychological examinations. Appropriate psychological instruments are listed along with behavioral check lists and illustrative case studies of typical children. In addition, they discuss family counseling procedures and the design of the school program for such children.

Guess (1965) investigated the influence of blindness and non-ambulation on stereotyped behaviors (such as sway, rock, eye poke, shake hand before eyes) of profoundly defective males (CA 6-20). He found a higher rate of stereotyped activities among the blind when compared to the sighted. Blindness and non-ambulation both were found to significantly increase self stimulatory behavior.

Stone (1964) noted two types of mannerisms ("blindisms") among mentally retarded blind children. Vigorous rocking was characterized as a withdrawal type of mannerism that served to block out environmental stimuli. Hand clapping which occurred on heightened contact with and pleasure in the environment was considered an alerting type of mannerism. Differences in the two types were recorded in EEG patterns with more rapid movements during alerting types and slower tracings during withdrawal types. Cohen (1963) in a study of 43 retrolental fibroplasia children from Chicago noted that 36 of 37 electroencephalograms showed abnormalities. Lairy and Netchine (1963) studied EEG patterns of partially seeing, blind, and seeing children and concluded that differences found in patterns might be "... a functional expression of the oversolicitation

of a cortical area, " and may" . . . play an indirect part in increasing the difficulties in achieving perceptual-motor efficiency . . ." It would seem that other investigations of these possibilities should be pursued.

Curtis (1966) recommended a multidisciplinary approach in the evaluation of the verbal performance in multiply handicapped blind children in which participants included a social caseworker, a physician, a psychologist, an educator, and a speech pathologist team. In the assessment, he recommended that the child be observed in a large playroom to observe gross speech patterns, in a special audiometric chamber for additional speech evaluation and in a small reverberent room to observe the child's hyperirritable behavior. Elonen and Cain (1964) described the diagnostic evaluation and treatment of deviant blind children at an outpatient psychiatric clinic.

Donlon (1964) outlined the role of various disciplines as they combined efforts in the process of evaluating the multiple handicapped group at the Syracuse Center for the Development of Blind Children.

Templer and Hartlage (1965) demonstrated the reliability and utilization of the hand-face test with retarded blind. The blind and sighted retardates in the study did not differ significantly in their performance on the test. Significant correlations were found between M.A. and hand-face test scores.

Few examples of current ongoing intervention type studies can be found. Mattis (1966) described a current ongoing research project at a mental health center for visually impaired multi-handicapped children in New York. A concept formation program has been designed for the development of concepts with children diagnosed as aphasic or moderately retarded. A day treatment program has been designed for children viewed as autistic, schizophrenic, or profoundly retarded.

Imelda (1966) described an experimental program at a private non-sectarian school for multiple handicapped children in which the Doman-Delacato neurological approach is being studied. The experimental group of children participates in such activities as patterning, crawling and masking whereas the control group receives an enriched physical education program. Both groups obtain a general program consisting of tactile stimulation, language development, daily living skills, and travel. The successful placement of many of the children in regular school programs has been an outcome of the project.

The results of a study by Robbins (1966) failed to confirm the validity and practicality of Delacato's theory of neurological organization. Second grade subjects from three schools were tested in arithmetic, general intelligence, laterality and creeping. An experimental group underwent a program which included such activities as cross pattern creeping and walking, avoidance of music, use of the appropriate sleep position, and of sidedness and cross patterning activities. Robbins found no data to support the theory of Delacato's neurological organization. He also pointed out that the lack of research to support this data indicated a need for controlled studies using generally accepted

research methods if advocates of the theory wish to gain acceptance in the field.

A few case studies of multiple handicapped children have been reported in the literature during the past three years. Sellye and Thomas (1966) used three case studies to illustrate the feasibility of mobility with multiply handicapped children. Each child was successful in learning to travel about the school as a result of regularly scheduled lessons with mobility specialists. Cohen (1966)^a used a case study approach to describe the development of a blind spastic child who endured severe emotional deprivation and neglect as a baby but obtained a successful rehabilitation program at an early age. The child suffering from spastic quadriplegia, emotional deprivation, and other complications was placed in a foster home and given a stimulation program which proved very successful.

Elonen and Zwarensteijn (1963) described a summer program for multiple handicapped children at a residential school for the blind, and Elonen and Polzien (1965) reported successful results from the program after four summer sessions. Cicienia and others (1965) described the program conducted in the unit for the blind at Johnstone Training and Research Center. Davidow (1962) reported subjectively determined gains in four areas of social behavior in a study of 45 mentally retarded blind children.

Harth (1965) reviewed the literature on the emotional problems of blindness. He found that the writers generally stress the importance of early childhood experiences, opportunity for communication, family integration and opportunities to explore and develop the remaining senses. Anderson (1965) compiled a bibliography of the literature concerning the visually impaired mentally retarded during the last 25 years.

Since research is so scanty in the education of blind-multiple handicapped children, it is necessary to turn to other areas in an attempt to find answers to problems. Maternal deprivation is a concern of many educators of multiple-handicapped blind children. This may be due to the large number of children placed in institutional settings at an early age or from the attitudes of rejection or over protection of children by mothers of these children. Maternal deprivation covers a broad area and has been researched and discussed by psychologists and social anthropologists for many years. Yarrow (1961) reviewed the literature on maternal deprivation and attempted to clarify concepts and classify data obtained from the extensive literature available in this field. He found four kinds of deviations: (1) institutionalization; (2) separation from the mother; (3) multiple mothering; (4) distortions in the quality of mothering.

Most of the generalizations about the effects of maternal deprivation were based on research in institutionalization. He identified three areas of deprivation: (1) sensory deprivation; (2) social deprivation; (3) emotional deprivation. He reported that sensory deprivation studies range from the animal studies which reveal retardation from complete restriction of perceptual experience to the child studies which reveal developmental retardation from lack of sensory stimulation in institutional environments. From a review of the literature, he concluded that severe sensory deprivation before one year of age, continued over long periods of time, is likely to be associated with severe intellectual damage. Also, he found that there is general agreement that maternal

deprivation in early life tends to be associated with later disturbances in intellectual and personal social functioning.

Ainsworth (1962) reviewed the research on maternal deprivation and concluded that maternal deprivation without physical separation can be as devastating as maternal deprivation with separation. She found evidence that indicated that maternal deprivation could have a tremendous impact on the development of the intellectual processes such as language, abstraction and certain aspects of personality. Maternally deprived children had difficulty in maintaining meaningful interpersonal relations, and maintaining interest in long term goals. She noted that evidence indicates that deprivation offered by institutions chiefly stems from insufficiency of intimate interpersonal interaction rather than perceptual deprivation. She concluded that although early mother-child interaction is a necessary condition for healthy development, there is little research to indicate what kind of interactions are necessary for this development. No one has really determined if blindness has any important part in hindering the mother-child interaction process.

Research in cultural deprivation may provide assistance to the educator of multiple handicapped blind children. A project at Peabody is typical of several such projects now taking place in this country at the present time. Gray (1964) is testing to see whether it is possible by a relatively massive program of intervention with mothers of culturally deprived children to make measurable changes in the intellectual performance of their children. The mother is placed in the preschool program with her child to learn new ways of interacting with the child. A supplementary home visitor program has as its purpose the adaptation of the procedures and materials of the preschool to home use with the younger siblings. Preliminary results from a recent study by Klaus and Gray (1965) that is now being concluded indicate that it is possible to improve the intellectual functioning and personal adjustment of culturally deprived children through special experiences provided for them in the 15 to 24 months preceding entrance to school.

A demonstration project has just started at Peabody which is a home teaching project for mothers of deaf infants. The mothers learn to interact with their deaf infants in a model home under the supervision of a specially trained teacher. Home visitation and parent counseling are also an integral part of the parent-centered program. A manual of guidelines for parents will be prepared from the data to be accumulated during the project. A similar type project with parents of blind and blind-multiple handicapped children is being contemplated.

The number of general articles and surveys indicated greater awareness of the problems of multiple handicapped children and may stimulate more research and more adequate research. Intervention studies to bring about behavioral change and to evaluate the efficacy of different educational procedures are urgently needed. As Cruickshank (1964) observed, it is important to think of the individual needs of each child rather than in categories of handicapping children. The low incidence of children who are blind and mentally retarded, blind and emotionally disturbed, or blind and orthopedically handicapped presents many problems to the educator and researcher in the future. However, related research in other areas may assist in providing insights and understandings in the

education of these children.

REFERENCES

- Ainsworth, Mary D. "The Effects of Maternal Deprivation: A Review of Findings and Controversy in the Context of Research Theory." Deprivation of Maternal Care. Geneva: (World Health Organization: Public Health Papers, No. 14), 1962, pp. 97-165.
- Anderson, Robert M. "The Visually Impaired Mentally Retarded: A Selected Bibliography." The New Outlook for the Blind 59: 357-360; December 1965.
- Bucknam, Frank. "Multiple-Handicapped Blind Children (An Incidence Survey)." International Journal for the Education of the Blind 15:46-49; December 1965.
- Cicenia, Erbert F., and others. "The Blind Child with Multiple Handicaps: A Challenge: Part II." International Journal for the Education of the Blind 14: 105-12, May 1965.
- Cohen, Jerome. "Electroencephalography with Children Blind from Infancy." Proceedings of the International Congress on Technology and Blindness. New York: American Foundation for the Blind, 1963. Volume II, Section III, pp. 285-300.
- Cohen, Jerome. "Development of a Blind Spastic Child: A Case Study." Exceptional Children 32: 291-294; January 1966. (a)
- Cohen, Jerome. "The Effects of Blindness on Children's Development." The New Outlook for the Blind 60: 150-154; May 1966. (b)
- Cruickshank, William M. "The Multiple-Handicapped Child and Courageous Action." International Journal for the Education of the Blind 13:65-75; March 1964.
- Curtis, W. Scott. "The Evaluation of Verbal Performance in Multiply Handicapped Blind Children." Exceptional Children 32: 367-374; February 1966.
- Dauwalder, Donald D. Education, Training and Employment of the Blind. Pittsburgh: Western Pennsylvania School for the Blind, June 1964. 247 pp.
- Davidow, Mae E. "A Study of Instructional Techniques for the Development of Social Skills of Retarded Blind Children." International Journal for the Education of the Blind 12: 61-62; December 1962.
- Dinsmore, Annette. "Services for Deaf-Blind Adults and Children." New Outlook for the Blind 60: 123-128; April 1966.

- Donlon, Edward T. "An Evaluation Center for the Blind Child with Multiple Handicaps." International Journal for the Education of the Blind 13: 75-78; March 1964.
- Elonen, Anna S., and Zwarensteyn, Sarah B. "Michigan's Summer Program for Multiple-Handicapped Blind Children." New Outlook for the Blind 57: 77-82; March 1963.
- Elonen, Anna S., and Cain, Albert C. "Diagnostic Evaluation and Treatment of Deviant Blind Children." American Journal of Orthopsychiatry 34: 625-633; 1964.
- Elonen, Anna S., and Polzien, Margaret. "Experimental Program for Deviant Blind Children." New Outlook for the Blind 59: 122-126; April 1965.
- Gray, Susan. "An Experimental Training Program for Mothers of Culturally Deprived Children." Supplement for Site Visit Team to An Application to the National Institutes of Health for a Joint Construction Grant for a Center for Research on Mental Retardation and Related Aspects of Human Development (HD 00125). (mimeographed paper F-3) Nashville: George Peabody College for Teachers, December 1964.
- Gruber, Kathern F., and Moor, Pauline M. No Place to Go. New York: American Foundation for the Blind, 1963, 89 pp.
- Guess, Douglas. "The Influence of Visual and Ambulation Restrictions on Stereotyped Behavior." American Journal of Mental Deficiency 70: 542-547; January 1966.
- Harth, Robert. "The Emotional Problems of People Who are Blind: A Review." International Journal for the Education of the Blind 15: 52-58; December 1965.
- Haspiel, George S. "Communication Breakdown in the Blind Emotionally Disturbed Child." New Outlook for the Blind 59: 98-99; March 1965.
- Imelda, Sister M. Rose. "Dynamic Programming for the Multiple-Handicapped Blind Child." (paper presented at CEC Convention in Toronto, April 1966). 8 pp.
- Jones, John W., and Collins, Anne P. "Trends in Program and Pupil Placement Practices in the Special Education of Visually Handicapped Children." International Journal for the Education of the Blind 14: 97-101; May 1965.
- Kirk, Edith C. "Detroit's Program for Blind Children." New Outlook for the Blind 59: 339-340; December 1965.
- Klaus, Rupert A., and Gray, Susan W. "Murfreesboro Preschool Program for Culturally Deprived Children." Childhood Education 42: 92-95; October 1965.

- Lairy, Gabrielle C., and Netchine, Serge. "The Electroencephalogram in Partially Sighted Children Related to Clinical and Psychological Data." Proceedings of the International Congress on Technology and Blindness. New York: American Foundation for the Blind, 1963. Volume II, Section III, pp. 267-284.
- Mattis, Steven. "An Experimental Approach to the Treatment of Visually Impaired, Multi-handicapped Children." (paper presented at CEC Convention in Toronto, April 1966). 9 pp.
- Miner, L. E. "A Study of the Incidence of Speech Deviations among Visually Handicapped Children." New Outlook for the Blind 57: 10-14; January 1963.
- Robbins, Melvyn P. "A Study of the Validity of Delacato's Theory of Neurological Organization." Exceptional Children 32: 517-523; April 1966.
- Seelye, Wilma Spake, and Thomas, John E. "Is Mobility Feasible with Multiply Handicapped Blind Children?" Exceptional Children 32: 613-617; May 1966.
- Stone, A. A. "Consciousness: Altered Levels in Blind Retarded Children." Psychosomatic Medicine 26: 14-19; 1964.
- Templer, Donald, and Hartlage, Donald. "The Reliability and Utilization of the Hand-Face Test with the Retarded Blind." American Journal of Mental Deficiency 70: 139-141; July 1965.
- Weinberg, Bernd. "Stuttering among Blind and Partially Seeing Children." Journal of Speech and Hearing Disorders 29: 322-326; August 1964.
- Yarrow, L. J. "Maternal Deprivation: Toward an Empirical and Conceptual Re-evaluation." Psychological Bulletin 58: 459-490; November 1961.

THE SAINT JOSEPH SCHOOL FOR THE BLIND PROGRAM

Sister M. Rose Imelda, C.S.J., M.A.

Principal and Administrator
Saint Joseph's School for the Blind
Jersey City, New Jersey

Saint Joseph's School for the Blind is a private non-sectarian school for multiple-handicapped blind children. At present there are 48 children, 33 of whom are resident.

Children are acceptable who have such handicaps as: total blindness, functional retardation, emotional disturbance and/or orthopedic problems, convulsive disorders, communication problems, cerebral palsy, overt family rejection or who are orphaned. Their I.Q. ranges from non-testable to seventy-five on the Hayes-Binet and the WISC Verbal Scale.

Administration and Staff

This school is administered by five Sisters of Saint Joseph: one being a chief administrator, one a directress of personnel, aides, and volunteers, and three of whom are teachers. There are 22 full-time lay staff and 21 doctors on an active Medical-Dental Staff as well as 22 full-time aides from the Federal Anti-Poverty Program and 400 volunteers from the community near and far who give a minimum of one hour per week to help us educate these children.

Budget

The present operating cost is \$150,000 per year over a ten-month period. This means a minimum per capita of \$3,000. This amount is being realized through private tuition, state aid and donations. More than half of the total cost is paid out in lay-staff salaries. An alumnus, who attended our school when the concentration was on the average and gifted blind, and who received his degree from a university in Communications and Public Relations, is in training as our Public and Community Relations Person. Through his efforts we hope, not only to be able to continue with the present budget but to increase in ability and facilities to handle the many multiple-handicapped blind children who ask us for help.

Objective

Our program objective is the social, physical, emotional and educational independence that is related to the full potential of each individual child considered uniquely. Group and individual programming is constantly being planned, re-evaluated, and replanned.

Curricula

Curricula used in this planning has been:

1. An Experimental Curriculum for Young Mentally Retarded Children, by Frances P. Connor

and Mabel E. Talbot, Bureau of Publications, Teachers College, Columbia University, N.Y., 1965.

2. Curriculum for the Mentally Retarded, by Sisters of St. Francis of Assisi, St. Coletta Schools, Cardinal Stritch College, Milwaukee, Wis., 1961.

3. Learning Experiences for the Educable Mentally Retarded Child, Board of Education, Newark, N.J., 1959.

4. The Diagnosis and Treatment of Speech and Reading Problems, by Carl H. Delacato, Charles C. Thomas, Pub., Springfield, Ill., 1963.

5. The Montessori Elementary Material, by Maria Montessori, Robert Bentley, Inc., Cambridge, Mass., 1964.

6. Employment Orientation and Related Fields, by Joseph F. Cappello, East Windsor School District, Highstown, N.J., 1965.

7. The Slow Learner in the Classroom, by Newell C. Kephart, Charles E. Merrill Books, Inc., 1960.

8. The Other Child, by Richard S. Lewis, Alfred A. Strauss, and Laura E. Lehtinen, Grune & Stratton, New York, N.Y., 1960.

The application of such a curricula makes Saint Joseph's School a very busy place. Here, happiness is a furry, perky cat. Sadness was the loss of a dearly-loved pup who ran away one day, teaching a lesson about the passing realities of this life.

Curricula Implementation

Here, educable blind children learn the basic tool subjects through the medium of braille reading and writing, by developing listening skills and by close contact with people who have traveled and studied in many parts of the world. The fifth grade is maximum achievement level at this time. Social studies are emphasized by using many different globes and maps, taped materials and field trips near and far. Language stimulation is increased by great amounts of socialization, taping conversations, dramatic play, puppet playing, telephone education and speech and language therapy.

Our speech therapist gives individual and group therapy to 16 children whose problems range from "no speech" to "articulation disorders."

Occupational therapy is given on an individual basis. Most children receive at least three hours of it per week. The therapist is a nearly-retired gentleman with whom the children identify as a father or grandfather and vie with each other for frequent appointments with him for the purpose of making crafts and having a heart chat. They make such things as tiled hot plates, cord-woven baskets, cotton-ball dolls, colored-gravel

art, popsicle-stick flower pots, picture frames, bird houses, jewel boxes, necklaces and bracelets and during class time pursue creative clay modeling.

Many children are given sequential tactile training and exercises to develop manual competence. Dancing, including ballroom, tap, and ballet have been given to the older children according to interest. Music is stressed with most of the children, including instrument and piano playing and individual music therapy according to interest and need.

Ham Radio is another activity available for those boys and girls who show an aptitude and liking for it. One set for beginners takes in a 60 mile radius. Another transmitter and amplifier can reach stations all over the world for those who are so motivated that they are able to earn a General License.

Physical Activity Approach

Physical education is stressed and fills most of the spare moments. Swimming is a necessary and delightful part of our school life. Tandem bike-riding with volunteers is encouraged. Many trips to the neighborhood park provide the needed grassy environment and wide open spaces. Calisthenics, isometrics, wrestling, rope climbing, bar and ladder exercises, basketball, and low organization games are scheduled for after school and after supper.

Psychological Approach

Psychological services have a unique and important place in the curriculum. Eleven children receive individual psychotherapy from part-time psychologists and six boys are in group therapy. They call it "The Club." A full-time psychiatric social worker is employed as administration secretary. The children are always running into this kind person thinking they are "bothering the secretary" and ramble on about their jobs and heartaches. This same person tries to get in regular home visits. The part-time psychologist sees some parents for counseling. Every two years psychological reports are made.

Habilitative Approach

Typing is taught to children who have reached a fourth grade level of academic achievement.

Brownies, Junior Girl Scouts, and Cub Scouts make Wednesday afternoon and evening a weekly highlight.

Activities of daily living are stressed in the classroom and by the houseparents, such as putting on clothes, tying shoe laces and buttoning, zippering, snapping wearing apparel, and learning to eat with the proper utensils. In the beginning, the meals were brought to the children and they thought they dropped from the sky magically. Now we ask them to take their plate to the food truck and serve them from there, talking to them about the menu all the while. They then proceed to their own table accomplishing orientation and mobility skills as well as being more aware of reality.

Rehabilitative Approach

A well-thought-out rehabilitation program is given to students 13 to 16 years of age who will not be able to move into a regular school. Two mornings each week, covering eight hours a week, these students go to an occupational center one mile from the school and are exposed to many different types of contract work with fifty sighted, retarded trainees and "encore" workers. Such jobs as: putting erasers into metal inserts, assembling the interior of part of a lead pencil, re-assembling boxes, sorting, etc. are accomplished under the workshop supervisor. Motivation toward work has become intensified to a very high degree. A monthly pay check fluctuating between one dollar and six dollars give the students and our staff an idea of their potential in the vocational area. This part of their training costs the school three dollars per four hours for each pupil. Two years of individual planning and orientation and close liaison with out-of-State rehabilitation counselors make it possible for them to go into sheltered workshops in the particular State from whence the students originate. Jobs around the school are emphasized for this group as well as intensive mobility training and vocational and personal adjustment counseling.

Medical Services

Our school is fortunate to have 21 medical specialists volunteer their time and services to us. Most are Chiefs-of-Staff at the near-by Medical Center. Six pediatricians and four doctors of internal medicine each take a month to be totally responsible for emergencies, coming in one morning each week for "sick bay" and to do some complete "physicals." If a child needs a follow-up service, the doctor who initiates it follows the case. The psychiatrist is a member of this team. For special problems referrals are made to other medical staff members by the doctor in charge and through our school nurse.

When night comes tired but happy children go to bed and instantly fall asleep. For this reason we have no night supervisors. The house-mother sleeping on each of the two floors is seldom awakened by restless, sleepless children.

Neurological Approach

A more detailed treatment is needed regarding sixteen of our children who have very severe learning disabilities. Eight of these children cannot speak and are functioning on approximately a one-year level but are between the ages of nine and fourteen. Eight other children are functioning at a two to five year old level and have a nine to fourteen chronological age. The former group were despaired of by any psychologists, educators, and speech pathologists who evaluated them. There were not too many answers for the latter group either. For this reason we turned to the rehabilitationists at the Institutes for the Achievement of Human Potential, 8801 Stenton Avenue, Philadelphia, Pennsylvania. Two Sisters on our staff were given a grant to study the Doman-Delacato Neurological Approach to brain damage. This team claimed to have been successful with sighted children who were brain-damaged. This approach has been underway at our school for the past year and a half. Since there is such severe involvement we do not feel a true evaluation can be made for at least three or four years. However, already there has been enough improvement to warrant the continued intensive training and education

it demands. Along with this approach we superimpose all the enriching, learning techniques our highly-trained staff can offer. Group One has a strict control, though not considered sophisticated research.

There is strong emphasis on tactile stimulation using the grab bag and identifying a wide variety of large-to-small objects and materials. Manual skills are in the daily lesson plan. They do such things as: pour an object from one cup to another, screw and unscrew jars, bottles and bolts, arrange nesting toys, play peg games, place tiny wheels on autos, pick up large and small coins with both thumb and index finger simultaneously, among many other things. Gnostic and gustatory sensations are given much stimulation. The key is subjecting the child to large amounts of meaningful stimulation which has been gradually developed and is now becoming a truly structured curriculum.

Language is stressed, along with spelling, arithmetic, and reading through listening, with emphasis on comprehension and vocabulary, to the degree and in areas in which each child is ready for these. Those functioning on a one-year-old level would not be ready. Group Two gets more of the above-mentioned and in larger, longer doses.

Along with the afore-mentioned, and in conjunction with frequent meaningful field trips these same children are given what is considered unique to the Doman-Delacato Approach which is a treatment designed to stimulate remaining non-damaged cells into taking over the function of the dead cells by imposing on the brain the patterns of activity which help develop the brain of a normal, unhurt child. This consists of:

1. Patterning (simulating a baby's crawl) on a therapy table five minutes, four times daily.
2. Crawling on the stomach two hours (hopefully) throughout the day in fifteen to half hour periods.
3. Much incidental creeping when not crawling.
4. Masking for one minute once every waking half hour to increase the vital breathing capacity and further stimulate unused brain cells.
5. Attention given to the sleep position to supplement a continued effort to establish hemispheric dominance.
6. No music for entertainment is given to this group only because they are already super-saturated with this type of exposure since birth and also on the basis that music feeds the sub-dominant (non-directive) part of the brain and we are trying to give the dominant part of the brain a chance to "take over" for the purpose of greater self-direction.

The activities of daily living are given prime attention with a view to making these children less dependent on those around them. Learning how to wash hands and face and dry the same and eat without too much assistance are learning skills we cannot take for granted.

The control group is given all but the controversial, neurological approach and, in place of this, are given an enriched physical education program.

Every two months each child is evaluated and every single month tabulations are made as to how much was truly accomplished by each child as compared with the goal set by the teacher for them. The following table will give the reader some idea of the actual accomplishment of tasks as performed by a particular child, presently functioning on a fourteen month level, between November 1965 and March 1966:

SUBJECT NUMBER ONE

<u>Tasks</u>	<u>*Amount Accomplished during November 1965</u>	<u>*Amount Accomplished during March 1965</u>
No. of maskings	84 times	235 times
No. of patternings	54 times	92 times
Amount of crawling	3 hours, 35 minutes	27 hours, 30 minutes
Manual Competence	2 hours, 25 minutes	10 hours, 15 minutes
Tactile Competence	1 hour, 18 minutes	9 hours, 25 minutes
Auditory Competence	1 hour, 20 minutes	6 hours, 45 minutes
Language Competence	5 minutes	8 hours, 15 minutes
Story Telling & Reading	3 hours, 5 minutes	6 hours, 50 minutes
Number Concepts	15 minutes	3 hours, 35 minutes
Ordinary daily living	1 hour, 9 minutes	8 hours, 50 minutes

*Present task - attention span.....approx. 10 minutes.

Orientation Services

Frequent in-service training is given to any non-professional staff members and volunteers working closely with any of the children and bi-monthly staff meetings are conducted with the full team present at which time cases are presented for a deeper understanding of each child.

Resource and Itinerant Services

Two students have grown into an integrated program, attending the school "across the street" where 600 average sighted youngsters are being educated. Besides being involved in a full curriculum there, which includes such socialization with a peer group and an hour and a half of home work each night, these two students receive tutorial work in braille techniques from a resource room teacher. Along with 12 students in our special school, these two students receive individual mobility instruction two hours each week. The goal is independent travel to school using the cane or learning the route to the occupational center. More students are gradually being prepared to go to the community school, starting in the first few months with one hour per day. This has been another very successful part of our program. In the past five years many of our children have advanced to the point of partial or complete integration in educational programs for the sighted. Others have been accepted and are functioning happily and productively in sheltered workshops.

The Future

Our goal is to, eventually, be able to plan successfully in a long-range manner for all

children admitted into our school, regardless of degree or multiplicity of disability. There are so many keys to reaching them that we do not possess but know, with a great certainty, that the children have not failed in this matter. We must keep searching. Members of our staff are constantly pursuing further studies at highly-regarded universities specializing in learning disabilities.

Our school has many educative and administrative projections for September of 1966 and future years whereby we hope to accomplish what is presently at the vision stage. However, we are running toward the goal and, with Helen Keller, we feel like shouting, "While they were saying it could not be done, it was done!"

SENSORY AIDS AND COMPUTERS: STATE OF THE ART AND PREDICTIONS

John K. Dupress

Managing Director, Sensory Aids Evaluation and Development Center
Massachusetts Institute of Technology
Cambridge, Massachusetts

In this review of sensory aids and the use of computers in work for the blind, emphasis will be placed on the current state of the art and predictions. For those who wish historical data and coverage of work not mentioned herein, principal sources of information are listed at the end of the paper.

Research on reading machines dates back to 1912 when a professor at Cambridge University (England) developed the Optophone. The current version of the Optophone has undergone extensive engineering research at Battelle Memorial Institute, where the preparation of materials for training subjects has been undertaken. Currently, clinical evaluation is underway at the American Center for Research in Blindness and Rehabilitation in Newton, Massachusetts.

A second type of direct translation machine is undergoing advanced engineering development at Stanford Research Institute. A compact array of photo sensors converts print to vibro-tactile patterns generated by piezoelectric bimorphs. The display, as perceived by the fingertips, is a magnified image of the letter outline. The print outlines may be processed by a computer for faster and more facile comprehension. The researchers at SRI hope that the entire device can be miniaturized to the point where it will fit in the palm of the hand.

Thus far, evaluation data has been obtained mainly from one subject (the blind daughter of a Stanford University professor). It will be two to four years before the final production engineered version is available in small quantities.

These direct translation reading machines have the following advantages: they are lightweight, compact, portable, inexpensive, and, for a skilled user, provide access to a wide variety of type fonts and typewriter print.

A direct translation machine such as the Optophone or the Battelle reader, which converts print to sounds or to a tactile display, however has many human engineering problems. Even after extensive exposure to the device, the blind reader rarely comprehends five words per minute. High motivation, tonal memory and other attributes are required if the reader is to accept the device. Unless human engineering studies are conducted and there is fresh thinking on engineering redesign, it is unlikely that direct translation machines will find acceptance among the blind. In spite of these critical comments, there is one individual in the world (Miss Mary Jameson of London) who has, for forty years, successfully used the Optophone to read books, letters and other printed material.

Another approach to reading devices is the character or letter recognition machine. This particular instrument contains enough logic to recognize a letter. Since most of the intelligence is built into the unit, the blind reader simply needs to know how to spell. The output can be either spelled letters, spoken by a human and retrieved from magnetic storage, or a tactile display including grade 1 Braille. Comprehension rates range from 60 - 120 wpm. In order to achieve rates of 90 - 120 wpm, the spoken letters must be specially modified (the beginnings and ends of letters are removed and the space between letters shortened). This modification has been done by Professor Metfessel and his staff at the University of Southern California.

Compared to direct translation devices, the letter recognition approach is complicated and costly. It is probable that letter recognition machines will cost between \$3,000. and \$5,000. apiece, if produced in quantities of 1000. As a result of research at the Mauch Laboratories and in the Cognitive Information Processing Group of the Research Laboratory of Electronics at M.I.T., it is possible to predict that a useful letter recognition machine can be constructed in three to five years.

A third approach is the word-at-a-time reading machine. In this instance, a substantial amount of computer capability is required. The equivalent of the original print is stored on teletypesetter tape which is then processed by the word reading machine. Research at Haskins Laboratories has progressed to the stage where it is feasible to build a complete word reader. Their word reader operates at 20 wpm, and stores the results on magnetic tape. Then, the magnetic tape can be played to achieve presentation rates exceeding 100 wpm. Last year, samples prepared at Haskins were read out at 102 wpm. With modifications in the method of retrieving the spoken words from magnetic storage, the use of electronic or computer time compression, the read-out rate to the blind could be as high as 300 - 500 wpm.

One main problem of the word-at-a-time machines is the blind person's acceptance of a monotonic presentation of words, as contrasted to the inflections and other subtle but desirable characteristics of a human reader. Another disadvantage is the high cost (\$50,000. to \$100,000.) which restricts ownership to a central processing facility.

In the publishing industry, there is a trend toward employing computers to edit material. As automation increases, compositor's tapes as well as optical and magnetic storage of print equivalents will become more accurate. These tapes represent a vast source of published information which can be made available to the blind through the word reading machine.

Braille and sound recordings are alternatives to the previously mentioned reading machines. Projects in the area of braille are underway in the Mechanical Engineering Department at M.I.T., and they include: (1) Construction of braille displays to be used to retrieve braille that has been stored in another coded form on punched tape, magnetic tape and optical storage. (2) A high-speed embosser is at the applications feasibility stage and can emboss braille at 16 cells per second. The embosser can be used (a) as a read-out from computers, (b) as a small scale duplicator and (c) to produce, simultaneously, a print and embossed copy when connected to an electric typewriter, etc. (3) A computer programming system (DOTSYS) to convert compositor's tapes to grade 2 braille is nearing the production feasibility stage. (Compositor's tapes are used in the production of most newspapers and magazines in the United States.) It is hoped that eventually the compositor's tapes translation system can be incorporated into production facilities at the American Printing House for the Blind (Louisville, Kentucky), Royal National Institute for the Blind (London, England), Germany, Denmark and other countries.

Developments in the area of braille include: (1) The conversion of computer line printers by the Honeywell Corporation and others, to produce braille at rates as high as 431 lines per minute; (2) Using computers for braille translation at APH, as well as at facilities in Denmark, West Germany, Israel, and soon in England; (3) New careers for the blind in computer programming; (4) New research at APH to write computer programs for musical braille and mathematical braille; and (5) New research at the University of Louisville on punctographic forms, including nine-dot braille.

Sound recording research and development is proceeding in the United States (under the auspices of the Library of Congress) and in England (under the auspices of the Royal National Institute for the Blind). Soon America and England will have machines containing tape cartridges which weigh less than a pound. Each cartridge comprises an entire book. The Library of Congress tape player has been field tested and the final production model is pending. Although the tape cartridge, or cassette player, has been in use in England for more than six years, the newer, more compact version will be available in about a year.

The cost of magnetic tapes and tape recorders is decreasing while quality is increasing. New design features in battery- and AC-operated units make them more flexible as recording and listening devices for the blind. The tape cartridges are more readily handled by the elderly blind and those with multiple handicaps. Blind students and adults can look forward to a rapidly increasing variety of information on tape.

The American Foundation for the Blind and others are continuing to develop small, slow speed (8.3 rpm) records intended to be so inexpensive that they need not be returned to

the lending library. This project should increase considerably the number of magazines recorded on discs.

Another important facet of sound recording is time compressed speech. At present, time compressed speech is produced by such instruments as the Tempo Regulator, the Varivox, the early Fiarbanks machine, and computers.

There are two aspects of time compressed speech (research and field testing) which are being pursued concurrently. Research (behavioral and technological) is in progress, or has been recently concluded at, the University of Louisville, the American Institute for Research, the National Security Agency, Harvard School of Education, and elsewhere. Researchers have established a rate of about 275 wpm as being entirely feasible for some types of text material (e.g., English literature) over long periods of time. For shorter study periods, rates of up to 475 wpm may be achieved by blind students. With technological advances in time compressed speech (computer time sampling), research at Harvard indicates that rates as high as 1000 wpm may be possible in the near future.

Field tests of study material prepared on the Tempo Regulator are being administered by the Hadley School for the Blind and in the New Jersey public school system.

In the preparation and use of time compressed speech, a great deal of research and field testing is necessary in order that all the important variables are measured and understood. Therefore, in the actual preparation of the text materials (by electronic compressors or computers) the variables which should be taken into account are: length of the discard interval, length of the retained interval, the sampling rate, the space between retained speech fragments, the rise and decay characteristics of the energy in the sound envelope, and the reduction of long pauses.

Utilization of time compressed speech involves such variables as: the types of text material, individual differences (i.e., intelligence, motivation, background knowledge, hearing acuity, etc.), quality of the playback equipment, the display (headphones or loud speakers), and the amount of time compression.

In the midst of considerable enthusiasm to apply time compressed speech, it is easy to forget one great disadvantage of electronic or computer time compression: the equipment is too expensive for ownership by an individual blind student or adult.

A practical alternative (speeded speech) is often neglected and maligned. There are many blind people who own a tape player and/or phonograph, which, when modified, will enable them to play sound recordings at a faster rate than that at which they were originally recorded. Playback rates of 325 - 340 wpm are possible without a significant loss in comprehension. The purchase and/or modification of equipment for speeded speech should be encouraged by all those interested in the education of the blind.

Another important area of sensory aids is mobility devices. The history of mobility devices dates back to World War II, when the Office of Scientific Research and Development

sponsored a program, with Haskins Laboratories as the central facility.

During the past two decades, researchers have designed instruments to detect and identify objects, determine terrain changes (step-ups and step-downs), and for distance environmental sensing (including navigation and orientation data). Many inventors have hoped for a general solution to mobility problems.

The state of the art in research and development of mobility devices makes it possible to supplement the use of the cane or guide dog. As a result of a great deal of research and development in the fields of aero-space, data processing, electronics, etc., compact, reliable and highly sensitive mobility devices have evolved which can be readily head-mounted, built into spectacle frames, carried in the hand or concealed on the person. In recent years, there has been considerable improvement in the sensing capabilities of ultrasonic, near infra-red, ambient light, and laser or laser-like devices.

There are four mobility aids which show promise: The Kay-Ultrasonic Aid is an object detector and identifier, as well as a general environmental sensor. Environmental sensing is possible up to 20 feet from the user. This device has undergone evaluation in many countries, although the most thorough evaluations have been, and are being, conducted at the National Physical Laboratory (Teddington, England) and at the American Center for Research in Blindness and Rehabilitation (Newton, Mass.). Originally, 200 units were produced for evaluation by rehabilitation facilities throughout the world. There are plans to construct 1000-2000 slightly improved models. (2) A variation on the ultrasonic approach is the Russell Path Sounder which processes information obtained from the area through which a person's head, shoulders and upper body pass (the area not sensed by the cane). The internal logic of this unit determines the position of an object, or objects, in four zones at varying distances ahead and in the intended travel path. When an object appears in one of the zones, the device selects a distinct signal for display, which can be identified immediately. There is no sound when there is no object within six feet. (3) Bionic Instruments, Inc. (Bala Cynwyd, Pa.) has built three laser-like devices into a long cane. One sensor provides early warning of terrain changes, the second senses objects beyond the tip of the cane, and the third investigates the space above the cane handle (where the upper portion of the body passes). With efficient lasers and integrated circuitry, the weight of the long cane is increased by 12-16 ounces. (4) An ambient light unit is being developed at Stanford Research Institute, which is capable of examining the near environment by means of an array of piezoelectric bimorphs.

Researchers at the Presbyterian Medical Center (San Francisco, California) are studying correlates of visual imagery through the stimulation of areas on the chest and back with arrays of 96 or more vibro-tactile transducers.

Computers represent an important area of technology in which there is much promise for the blind. Among the applications are: (1) There are a number of facilities now which train blind people to become computer programmers. It is a prestige occupation which can do a great deal toward increasing the acceptance of the blind employed by industry and the government. The work involved in training computer programmers has been

helped immeasurably by the Association for Computer Machinery Committee on the Professional Activities of the Blind. The University of Cincinnati, the Computer Systems Institute (Pittsburgh), the University of Southern California and M.I.T. have been responsible in the past for developing effective computer programmer courses. The Royal National Institute for the Blind (England) now has undertaken a very effective program to train computer programmers, and training is underway in Israel, West Germany, Denmark and other countries. (2) As a result of early research by IBM, The American Printing House for the Blind is able to use a computer to translate Braille. (3) A research program in the Mechanical Engineering Department at M.I.T. shows promise of opening up vast amounts of new literature stored in the form of compositor's tapes (teletypesetter tape for many text books, magazines, newspapers, and monotype tape for technical text books). (4) Time compression of speech is being investigated at Harvard to enable the blind to read at more rapid rates. (5) The simulation of mobility devices and parts of reading machines is being researched at M.I.T. to accelerate engineering development. (6) Computer analysis of evaluation data is now standard procedure in a number of sensory aids projects. (7) Processing of optical images for comprehension through the remaining sensory channels is being done at M.I.T., S.R.I. and other facilities.

The sensory aids mentioned above demonstrate the interest of technologists in the problems of the blind. Their efforts must be implemented by human factors engineering and thorough evaluations.

The importance of evaluating the worth of a sensory aid, on an objective and scientific basis, was recognized as early as World War II. Good evaluations should determine the worth of a device objectively and accurately, as well as contribute to the body of scientific knowledge on blind reading and mobility. Also, they should provide guide lines for building more useful mobility devices and reading machines.

Until recently, evaluations were conducted by different groups of evaluators who were recruited for each individual project. Therefore, there has been no continuity which is so necessary for standardization of evaluation procedures, adequate criteria, development of special instrumentation, controlled laboratory experiments which simulate real life, and being able to measure the contribution a device makes in the every day life of a blind person.

One of the most important aspects of good evaluation is the evaluation team. They should comprise behavioral scientists, technologists and rehabilitation specialists in work for the blind.

At the present time, St. Dunstan's (England) is sponsoring a two-year evaluation at the National Physical Laboratory (England), and it is hoped that the evaluation team can be retained on a permanent basis. The Sensory Aids Evaluation and Development Center at M.I.T. has confined itself primarily to evaluating sensory aids, other than mobility devices. However, this group hopes to establish a permanent evaluation team for mobility aids in the near future. The sensory aids groups in the Mechanical Engineering and

Electrical Engineering departments at M.I.T. have already embarked on basic research to create a mobility simulation facility.

There are some very crucial problems relating to potential applications of sensory aids:

(a) for a given sensory aid, the consumer market is too small to attract commercial interest; (b) many blind people are unemployed or in the low income bracket; (c) the majority of the blind are elderly and require encouragement and training before they can accept new solutions to their problems; and (d) an increasing percentage of the blind are also multiply handicapped.

What is required, therefore, is a more carefully thought out program to move sensory aids from the research laboratory to every day use by the blind. Fortunately, there is growing interest on the part of government and private rehabilitation facilities for the blind to see that this is done. Also, there is a small but growing trend in industry to conduct public service research and development programs.

The key to successful applications of sensory aids lies in a continuum of thought and testing from the time an idea is conceived until the time some organization is willing to fund the manufacture of a number of devices. As communications improve among researchers, funding sources, rehabilitation facilities for the blind, and blind people themselves, we can look forward to a much more sensible, and therefore effective, implementation of research and development in sensory aids.

In closing, it is possible to predict some of the contributions that technology can make to the welfare of the blind during the next decade: (1) Computers will be used extensively for time compression of speech, simulation of mobility and reading machine parts for the more effective development of such devices, processing speech so the deaf-blind can perceive it, and opening up a greater many jobs for those who are prepared to understand and use computers. (2) With the advent of the letter or character recognition machine, the blind will have direct access to the New York Times and other publications at reading rates of 100 words or more. (3) Effective high-speed print recognition devices and computer converted compositor's tapes will open up vast areas of literature to the blind. (4) Mobility devices will be so compact, and useful, that the blind will carry them routinely to supplement the use of the long cane or the dog. Also, these devices will be sufficiently good environmental sensors so that the congenitally blind child will have a much better mental image of the three-dimensional world.

The effectiveness of technological research, development and evaluation, in terms of real applications, will depend to a great extent upon the establishment of better lines of communication among all those interested in the welfare of the blind. There should be some long range policy decisions, a continuum from the idea to the application, and study of the effectiveness of the application over time.

REFERENCES

- Proceedings, International Congress on Technology and Blindness, Vols. I, II and III, American Foundation for the Blind, New York, 1963.
- Proceedings, Rotterdam Mobility Conference, American Foundation for the Blind, New York, May, 1965.
- Proceedings, Veterans Administration Reading Machine Conferences, Nos. 1-6, Prosthetics and Sensory Aids Division, Veterans Administration, New York, 1955-1966.
- "Evaluation Report on Work in Progress on Sensory Aids and Prosthetics," Engineering Projects Laboratory, M.I.T., Report No. 8768-3, October, 31, 1962; Report No. 9211-2, April, 1964.
- Final Report to the Vocational Rehabilitation Administration from The Sensory Aids Evaluation and Development Center, M.I.T., of work conducted under Contract SAV-1036-65 for the period 1 September 1964 through 30 September 1965 (31 October 1965).
- Research Laboratory of Electronics, Quarterly Progress Reports, M.I.T., 1949-1966.
- Proceedings, International Conference on Sensory Devices for the Blind, sponsored by St. Dunstan's, London, England, June 13-17, 1966 (to be published).
- AAWB Annual, Blindness, 1964; 1966.

RELATIVE EFFICIENCY OF READING AND LISTENING FOR BRAILLE AND LARGE TYPE READERS

June E. Morris

Department of Educational Research
American Printing House for the Blind
Louisville, Kentucky

Throughout life man is confronted with decisions as to what to do and what not to do. Life offers him a vast banquet of things he might do while the relentless clock limits that which he may do. Ecclesiastes tells us there is, "a time to every purpose under the heaven," but, as educators, we often wonder when. And we wonder, are we making the best use of the time we have? As educators of the visually handicapped, a group that cannot work

as rapidly as their fully sighted counterparts, ours is a problem of even greater magnitude than for our brethren working with the nonhandicapped.

Borrowing from industry a technique for self evaluation, we might ask of ourselves, how efficient a job are we doing? Webster defines efficiency as, "Effective operation as measured by a comparison of production with cost (as in energy, time, and money)." As educators we might ask, how effective a job of educating are we doing?

I want to talk about educational efficiency in terms of time. For the past several years the Department of Educational Research at the American Printing House for the Blind has been conducting a study to determine the relative efficiency of learning by reading and by listening. The study was designed to explore the feasibility of using recorded textbooks for braille and large type students at both the elementary and high school levels. Traditionally, recorded materials have been used primarily for supplemental reading by students at these levels, however, in some school systems recorded materials of a more difficult nature have been used with great success and, certainly, for visually impaired students in colleges and universities, readers and recorded material afford primary access to the written word. The study has been partially supported by a grant from the National Institutes of Health and has obvious implications for the Printing House's Talking Book program.

The possibility of using recorded rather than printed or embossed material in some phases of the education of the visually handicapped is an intriguing concept. From a strictly practical approach, recorded material has the advantage over nonrecorded material in the time saved by its use. Talking Books are recorded at approximately 175 words per minute; this being their normal noncompressed nonexpanded rate. Compare with this the rates reported by Meyers and Ethington (1956) for reading standard braille which range from 90 words per minute for high school students down to 50 words per minute for fifth and sixth grade braille students. Although there is little information available on large type reading rates, evidence accrued at the American Printing House has indicated that large type students read little faster than do braille students. The importance of this slow reading rate as an educational handicap become more evident when compared with average reading rates for the sighted which are reported by Taylor (1937) as 295 words per minute for high school students downward to an average of 195 words per minute for fifth and sixth grade students. More concisely stated, it takes a blind person from three to four times as long to read any given selection as his sighted peer. In terms of educational handicap, the reading rate discrepancy is one that grows in significance as a visually handicapped student advances through the grades and progressively encounters greater reading requirements.

Use of recorded material could provide a partial solution to the time discrepancy problem as recorded word per minute rate is approximately twice the high school braille reading rate and about three and a half times the elementary braille reading rate. Its use would diminish the difference between the time required by sighted and blind students to study a selection. Moreover, modern devices, have made it possible to electronically increase the word per minute rate of a recording without changing its frequency or other tonal

characteristics. Previous research (Bixler, Foulke, Amster, & Nolan, 1961) has shown that such material can be comprehended as well as material heard at normal rates when compressed to play up to 275 words per minute for certain types of content. Use of such recorded material would place the user on a par with his sighted counterpart in terms of time required to study. However, a question still remains as to whether textbook type material can be learned as thoroughly aurally as when read. In order to answer this and other related questions, the Department of Educational Research undertook a large scale study comparing learning through listening with learning through reading. The purpose of this study was to determine how study time might be most efficiently used by visually handicapped students.

Listening-to-reading efficiency was researched for three separate subject matters. They were science, social studies, and literature. For each, two selections were used, one being appropriate for high school students and the other being appropriate for elementary school students in grades four through six. The difficulty of the selections was determined by the Flesch Reading Ease formula (1951). The selections used were deliberately chosen from books not available in braille, large type, or recorded form from the American Printing House to insure that a minimum number of subjects would be familiar with them. The scientific selections used were oceanographic in content, a subject which is barely mentioned in available science books, while the social studies selections were of a type that might only be encountered by an occasional student working on a special project. The selections were approximately 2050 words in length, long enough to contain a good deal of information yet short enough to be read in 40 minutes or less by the average student. The latter was important in order that fatigue not become a deterrent nor too much of the school day be used.

Five choice multiple choice tests of comprehension were constructed for each selection. They ranged from 63 to 77 questions each. Tests of this length guaranteed a wide range in scores even after deducting the 13 to 15 questions a subject could be expected to answer correctly by chance alone.

The six selections, as were their accompanying tests, were reproduced in booklet form in both standard English braille, grade 2, and in large type. In addition to this, the selections were also professionally recorded on magnetic tape by a regular male Talking Book reader in the Talking Book studios.

Many of you have had students during the past two years who participated in this study. A total of 1152 did. All were legally blind. They came from 11 public school systems and 18 residential schools and they were spread from the Atlantic to the Pacific. One-fourth of the students were elementary braille readers, one-fourth elementary print readers, one-fourth high school braille readers, and one-fourth high school print readers. The elementary students of each type were equally divided between the fourth, fifth, and sixth grades while the high school students of each type were equally divided between the ninth, tenth, and eleventh or eleventh and twelfth grades. All braille reading students had read braille for a minimum of one year.

To compare the effectiveness and efficiency of learning through reading and listening for both levels of the three types of subject matter under study, four treatment groups were stipulated. Subjects were randomly assigned to these groups which were a one-day reading group, a three-day reading group, a one-day listening group, and a three-day listening group. Three-day groups were used to ascertain the effect on learning of repeated exposure to the material. Students in these groups either read or listened to their material for three consecutive days. Immediately after each subject completed either reading or listening to his selection for the predetermined number of days, the appropriate test, given under conditions of unlimited time, was administered to measure the amount of learning.

Separate analyses of variance of the treatments $\times$ treatments $\times$ treatments $\times$ levels design were computed for the high school groups and the elementary groups for each of the subject matters under study. The six analyses were run to determine if differences in learning in any of the subject matters resulted from any of the main effects being tested or their interactions. The treatments under study were mode of learning (reading or listening), type of reader (braille or print), and amount of practice (one-day or three-day). Grades constituted the levels.

It was interesting, though not surprising, to find that in all six analyses amount learned was positively and significantly related to practice. This meant that, in every case, more was learned by the three-day groups than by the one-day groups.

Some other findings, relevant to the primary purpose of the study, were that high school groups learned significantly more social studies and literature through reading than through listening. The mode of learning made no difference in the amount of science they learned. With the high school groups studying literature, a relationship was found between practice and grade level. Here, students in the higher grades learned more from additional practice than did students in the lower high school grades.

More variance was found among the elementary groups than among the high school groups. In addition to the positive relationship between learning and practice, a grade level difference was found for all three subject matters. In each case, more was learned by students in the more advanced grades than by those in the lower grades. A significant relationship was also found between practice and grade level for elementary students studying the science material. As with the high school literary groups, students in the higher elementary grades learned more science with additional practice than did those in the lower grades. An inter-action between all of the main effects being tested also appeared with this group.

The most important of these findings was that, among elementary students, there were no significant differences in the amount learned through reading and through listening for any of the subject matters under study. Likewise, there was no significant difference in the amount of science learned through reading or listening by high school students, although, the high school group learned more social studies and literature through reading than through listening. The latter is interesting in that it is contrary to what might be

expected, the scientific material being considerably more technical in content than either the social studies or literature.

Reading rates were established from the initial rates at which subjects read their respective selections for which unlimited time was given. In an attempt to determine realistic study rates, subjects were instructed to read carefully as they would be tested on what they read. Speed was not emphasized.

It was found that elementary braille students read at rates averaging from 50 to 60 words per minute while print students at the same level read about 18 words per minute faster clocking in with an average rate of 71 words per minute.

High school braille students read at average rates of 65 to 74 words per minute while high school print students read about 12 words per minute faster, their average rate being 83 words per minute.

In order to compare the respective amounts learned through reading and listening, efficiency measures were computed by dividing the average number of correct responses on the tests by the average time spent reading or listening. This yielded a learning per unit of time measure for reading and listening for each subject matter under study at both the high school and elementary levels for both braille and print groups. These values were then compared to give the listening-to-reading efficiency stated as a per cent. Data from the one-day groups were used for these computations. Without exception, listening proved to be the more efficient way to learn. The sheer size of the efficiency percentages favoring listening leave little room for doubt. For elementary braille students: 284% more science was learned, per unit of time, through listening than through reading; 360% more social studies; and 322% more literature. Elementary print students learned 190% more science through listening than through reading; 250% more social studies; and 215% more literature. Braille students at the high school level learned 248% more science by listening than by reading; 228% more social studies; and 183% more literature. The advantage of learning through listening for high school print students was 192% for science; 155% for social studies; and 207% for literature. Remember, these efficiency measures were computed from material recorded at normal rates. They would be increased by use of compressed material if the material was not compressed beyond the point where comprehension would be diminished.

Now, before being misquoted, let me state loudly and clearly; the results of this study in no way suggest that blind students not be taught to read. Factors other than time must also be weighed. I do think that the evidence just reported should be convincing enough to cause us, as educators, to reevaluate our own ideas concerning the means of education to be sure that we are not imposing an additional handicap on our visually impaired students when we ask them to study primarily from printed or embossed material.

There are several practical advantages to the use of recorded materials. Of particular interest to school administrators is the fact that the same recorded books can be used

by all visually handicapped students thereby reducing unit cost. In addition to this, recorded books are less expensive than are either braille or large type books. Another advantage is that recorded books take up less storage space than do bound books. Mundane though it may seem, storage is a very real problem. Another advantage to the use of recorded material is that recorded texts provide access to the content of a curriculum for those students who have difficulty in learning to read. They are of tremendous value to older students who lose their sight and never master braille. Still another advantage is that earlier use of recorded material would prepare students for the mode of study which is common to most college situations. Technical improvements have overcome many of the problems once encountered when using recorded material.

A question frequently brought up by teachers concerning the use of recorded material is that its use might cause students to lose their reading skills, most particularly, their braille reading skills. In another phase of the study of reading and listening, students who traditionally study from recorded materials have been intensely interviewed in order to analyze just what the job of studying entails. Note taking was found to be a critical part of the process. Apparently, it is even more necessary for students to take and make use of notes when using recorded material than when reading. Such constant use of a skill would hardly provide an opportunity for it to be reduced.

As educators, our primary obligation is to our students. During the few years we have a student with us, we must give him the basic information he will need to go forth and make his own way. The more information we can impart, the more likely he will be to succeed. How efficient a job are we doing?

REFERENCES

- Bixler, R.H., Foulke, E., Amster, C.H., & Nolan, C.Y. "Comprehension of Rapid Speech - part 1," Louisville: University of Louisville, 1961. p. 21.
- Flesch, R. How to Test Readability. New York: Harper & Brothers, 1951.
- The Holy Bible. King James Version, 1611. Ecclesiastes 3, Verse 1.
- Meyers, E., & Ethington, Doris. "Readability of Braille As a Function of Three Spacing Variables." Unpublished report, University of Kentucky, 1956. p. 21.
- Taylor, E.A. Controlled Reading. Chicago: University of Chicago Press, 1937. p. 126.
- Webster's Seventh New Collegiate Dictionary. Springfield, Massachusetts: G.C. Merriam Co., 1963.

THE DEVELOPMENT OF HARMONIC SPEECH COMPRESSION

Ferne K. Root

Director, Program Development Division
American Foundation for the Blind
New York City, New York

It must be made clear at the outset that this discussion relates to the Harmonic Speech Compressor and not to any other kind of speech compression system. Many of you may have seen the announcement last December regarding the development of Harmonic Speech Compression Equipment by the American Foundation for the Blind. At that time, the Bell Telephone Laboratory gave us the designs for such equipment. At that time, a number of people assumed that AFB had received actual equipment and that recordings using compressed speech would soon be available. It is, therefore, important for you to know that we received designs and have built one prototype machine. It will be some time before other equipment is produced and before recordings are available. The reasons for this will be understood as I describe the problems related to the final production of recorded material.

The Bell Telephone Laboratories had, for some time, been concerned with the rapid transmission of speech for their own purposes. The transcontinental transmission of verbal communications at the normal rate of speed created problems which they wished to resolve by more rapid transmission. After they had developed a speech compression process for their own use, an inquiry led them to believe that their discovery would be helpful to agencies which produce recordings for visually handicapped persons. Following a number of discussions, the Bell Telephone Laboratories presented the designed Harmonic Speech Compressor to the American Foundation for the Blind, with the understanding that we would work out the problems related to the mechanical production of compression equipment. The Bell Telephone design was worked out on a digital computer. Our engineers have developed a prototype piece of machinery which will produce speech at double the original rate at normal pitch.

To enhance your understanding of the present stage of development of this process, I would like to read two excerpts from press releases relating to the Harmonic Compressor. "The Harmonic Compressor permits making recordings of the human voice which can be played at twice their normal speed, while retaining normal voice pitch. The device eliminates the high pitch Donald Duck babble that results when an ordinary record is speeded up. The faster word rate made possible by the Harmonic Compressor, approximates the speech at which many persons sight read printed materials - that is, 300 to 400 words per minute."

The technical announcement reads as follows:

"The Bell Laboratories Harmonic Compressor divides in half the frequency components

(harmonics) in a voice recording while preserving the original time duration. By doubling the speed of this half frequency recording in play-back, the frequency components are restored to their original values. The result is a normal pitch double speed recording. If an ordinary recording is played at twice the normal speed, the original frequency components are doubled and the Donald Duck distortion occurs."

As you may know, the American Foundation for the Blind and the American Printing House for the Blind each produces approximately half of the talking book records required by the Library of Congress. When Harmonic Speech Compression becomes feasible for the production of recordings, there will still be many decisions to be made regarding its use. For example, how many persons will wish a given book at the normal rate and how many are likely to prefer the faster rate? There are many areas for research and for development of attitudes toward the use of recorded materials. Those of you who are familiar with the field of reading and remedial reading know that the present emphasis on reading speed is based upon a theory that a person who reads fast actually has better comprehension, because he is engaged with the material throughout the reading time. A slow reader is disengaged or becomes readily disengaged, because his mind wanders and his interest lags as his reading rate falls behind his ability to absorb facts and ideas. We now need to know whether children and adults who use recordings experience the same problems. The research done by the American Printing House and a study done at Fordham University indicate that school children have good comprehension using speeded up recordings. We need more research of this type as well as research relating to the optimum duration for listening at one time.

Perhaps the question of length of attention span in listening to rapid speech is of more concern to adults since it involves a significant change of habit. It is important, however, to devote some research and observation time to this question, as it relates to school age children at various age and grade levels. If the optimum listening period is significantly longer or shorter, educators will be required to rearrange schedules and study periods. As a matter of fact, there is already some research relating to optimum periods for study and class lecture in the field of general education. If children are more easily stimulated and engaged in the material, the listening attention span will be longer. If the rate of speed on the other hand requires such continual alertness to absorb information that the effect is nerve-wracking, the listening periods will be shortened.

One of the greatest concerns in the whole area of "listening to learn." relates to the amount of practice and training required by adults who have established listening habits and by children who may not be accustomed to listening as one of their avenues for gaining information.

I hope that we can use more recordings, do more research and be more creative in using listening as an important avenue for learning. Listening is not a substitute for any method of reading. The fact is that visually handicapped children generally have slow reading rates whether they read braille or print. Listening, even at the present

rates of recording, is usually much faster than braille or print reading for these students. We know from the few research projects which have been conducted that children have a high tolerance for experimentation, for situations which adults would find difficult and for adopting new ways of doing things. Many students have learned to speed up their own recordings and to tolerate the resulting high pitched babbling effect.

Another question which has not yet been adequately considered or researched is the difference between reading and listening as ways of securing information. We sometimes say that a child reads through listening. In reality, listening and reading printed or braille symbols are quite different. The symbology and the motor-neural processes are not the same.

Another great challenge that we must face before we are really ready to incorporate the great new possibilities which are inherent in all of the methods of producing rapid speech, lies in our own attitudes as educators. Do you know that most of us actually teach children not to listen? We are addicted to repeating things. Most of us in the field of education of visually handicapped children have been told that we need to talk to them more than to sighted children. We do talk a great deal more and we literally teach children not to listen. As a matter of fact, we teach each other not to listen. We repeat spelling lists at least twice. If we are giving children directions, we go through the whole set of instructions without a moments thought about how much the children can absorb in one stage. We do this because we expect to repeat the whole assignment, apparently in the hope that those who did not get the last half will absorb it on second or third repetition. It is evident that we have not adequately applied what we know about the theories of learning to the theories of listening and theories of stimulating people to listen. Once you are aware of this and begin to listen to yourself in the classroom or dormitory, you will undoubtedly be astounded at the number of times you find yourself expecting that the children will not listen to you and not follow the suggestions or instructions you are making.

For the listener and the instructor, listening is not only a skill but also an attitude. We cannot very well listen to everything we hear. Children particularly have a need to shut out some of what reaches their ears, because they are so continually bombarded in our present day world. One of the greatest challenges we face as educators, therefore, is that of making the important things highly "listenable." Our challenge is to make listening interesting and exciting.

PHILOSOPHY AND GOALS OF A PRESCHOOL PROGRAM

Miss Elizabeth Maloney, A.C.S.W.

Director, Educational and Social Services
The Industrial Home for the Blind
New York City, New York

The movement for day-care of children which has grown as a solution to the needs of poor, working mothers experienced a marked shift in emphasis in the period between the first and second World Wars. The great upsurge of new knowledge in the areas of mental health and child development brought recognition of the very special needs of the young child. It became clear that many of the problems besetting the adult could be traced to emotional deprivation in infancy and early childhood. Also, it became increasingly clear that to merely provide a custodial facility for the child without providing essential assistance in the area of family functioning not only did not help, but sometimes aggravated problems of emotional development.

Fortunately for us, the field of early childhood education had reached a high level of development by the time the first wave of retrolental fibroplasia children began to appear. Neither agencies for the blind nor schools for the blind, in general, had any specific programs for early childhood. In New York State, for instance, there was one pre-school counselor for the entire state. Her role combines that of teacher, social worker, psychologist, advisor, and long-range planner. She would visit the family where there was a blind child at intervals of three to six months or even once a year. To quote one parent, "She told us what we were doing wrong and what we should be doing." When the child reached school age she would instruct the family how to enter him in school. And, she would brook no interference with "her case" from any other community resource.

Yet, to the everlasting credit of this very good and very brilliant teacher are her efforts with the agencies for the blind of the community who became aware of the increasing problem of blindness in young children and became aware, too, that the methods and services which had for generations been the traditional means of service to the blind could not be applied in a meaningful way to the situation of the blind infant.

In the 1940's and 1950's, with the immense increase in infant blindness, services of a very high professional character were developed in almost every state. Research, such as the Chicago Study, contributed an enormous wealth of understanding.

Now that the RLF plague is past, there seems to be a little feeling that these services are no longer needed since there are no longer such large number of special children to be served. The cost of providing intensive service to a few children is indeed prohibitive. Yet, there is a steady trickle of blind infants and, all too often, infants

with severe secondary handicaps in addition to their blindness. It is my belief that while there is even one blind infant in a community, there must be found some means of providing a total service to that child and his parents. The approach to such service may be quite different than the total agency service we have seen developed and may include some very ingenious community engineering.

What have we learned from the past fifteen years of agonizing experience with the RLF babies, we now need to translate into a working plan for the future. We have learned that emotional education begins at birth. It is provided by many people - the parents, a nurse, a maid, other children and, finally, teachers. In fact, it would seem that unless the process of emotional education has been well established by the many individuals who comprise the human environment of the blind child, formal academic education may well be impossible.

We have learned much about family life. We have recognized that a primary goal of pre-school education is to foster the sound development of family life so that the child may have the opportunity to develop within the warmth and security to be found only in the normal family group. The emotional climate of the home and the pattern of inter-action between parent and child is possibly of even greater importance to the sound development of the blind child than it is to the sighted child. The range of stimulation for the blind child is automatically curtailed by his blindness. His energies cannot be easily absorbed in physical activity, nor is his attention distracted by the fascinating world of color and motion which delights the sighted youngster.

We have learned much about the trauma to parents whose child is born severely handicapped. And, we have seen how this reacts on the child. The demands of an infant and a young child are constant, enormous and absolute, in both the physical and emotional areas. With the normal child, the mother is usually able to meet these demands because she invests so much positive love in the child, a love which is returned to her one-hundred fold. It is this return from the child that provides the magic fuel which powers the mother's physical and emotional energies. With the blind infant, there is frequently a shutting of this magic fuel. The mother is in a state of depression and shock and frequently the child is physically unresponsive to the mother's sorrow-laden affection. Thus, mother and child both give and receive much less from each other. In addition, the mother, in her state of shock, may well be less responsive to her husband and family as well as to the blind infant. Such emotionally difficult situations are not possible to bear for prolonged periods and the mental health of the mother requires that she set up mechanics of defense and frequently of denial, mechanics which grow and multiply and often mask the true situation by the time a helping individual becomes available to her. Since the young blind child can only develop in an emotional climate that gives him a high degree of security and warmth, the first requisite for a program of service to pre-school children is a counseling service, available in depth to the parents at the time of their first awareness of their child's difference. This mandates a stronger and earlier method of case finding so that the parents can be given help during the most acute period of their suffering. Case finding is not the responsibility of the agency for the blind, either public or private, or of the school

for the blind alone. Rather, it is heavily the responsibility of medical and health resources and of community planning groups.

Diagnosis and treatment of the parents is a slow, long-term process and requires a person trained in the areas of human motivation and behavior, and a person capable of forming lasting relationships with the parents, not as a friend and confidante, but as a professional helping person. This worker must be able to evaluate the total home in terms of what the parents represent as people, and what their total behavior is to each other and to other children, as well as to the blind child, for as has been established by Dr. Johnson, "...the parental influence on the child is exerted not so much by what the parent does or says, but by what the parent is. . .in other words, that the parent's total behavior, both conscious and unconscious, has a profound influence on the child."¹ This fact has again been attested to in the most recent study "Mother and Blind Child,"² where on very close observation it is noted that the blind child is profoundly influenced not only by what the mother says and does, but perhaps more by the markedly frequent failure of the parent to respond to the child's demand.

The second part of providing service to strengthen the family is interwoven with the process of study and evaluation. It is the providing of whatever help - through direct counseling, through environmental manipulation, or through referral for special services - may be acceptable to the family at the time. There are parents whose own ego development is so poor that they cannot use intensive casework counseling since such counseling demands a personal emotional investment in their own problem.

The simple rule that one starts where the parent is and moves along at his pace has to apply, even though the child's welfare may suffer because of the slow pace of parental response to treatment. The great majority of parents want and can accept help for their child, if it is not too threatening to them. Parents, on the other hand, cannot accept blame, and the kind of direct criticism that is often given to a parent must be construed as blame. In effect, we sometimes say to a parent whom we are seeing for the first time, "What you have been doing is all wrong. . .please change your ways and do it our way." There is a time and a place for direct advice and information-giving. It is not in the first interview. It is not in the ninety-first interview unless a relationship has been established which can support the parent's feeling of distress at the implied criticism.

The second ingredient of the pre-school program is direct educational work with the child. Within the group of young blind children there is a wide range of individual difference, both of personality and intellectual functioning. Differences which are further complicated by the differences in socio-economic and cultural patterns of individual families. Because of these differences, we have learned that there is no timetable of readiness which can be applied to the blind child. There is, rather, the intangible measurement of a child's ability to begin a new activity or a new phase of learning. It is a readiness which will be recognized by a skillful teacher but, frequently, cannot be defined. We have learned, I hope, to avoid restrictive thinking which would

tend to limit a child's progress in terms of specific achievements, i.e., admission to nursery school can only be offered when a child is fully toilet-trained. Such restrictive thinking prevents service.

Certainly, among the goals of pre-school education is included the opportunity for a sound experience in a good nursery school to provide the kind of wider socialization and stimulation that will foster the child's independence and maturity. This may be provided either within a specialized agency or within a community set-up. However, working with the blind child does involve an investment of time and energy in learning some of the ways in which a blind child can best be helped to integrate into a group of his peers. It is frequently at considerable personal cost that a nursery school teacher accepts a blind pupil. However, the teacher who invests in the blind pupil usually is rewarded by her experience.

A further essential to pre-school services is availability of good resources for evaluation of the child physically, intellectually and emotionally. Our philosophy of pre-school service requires a base of honesty in dealing with the parents and the community. Parents have to know the reality of their child's problem and they cannot unless we first define it. This is not easily accomplished even in a city as large and as resource-rich as New York. It must be virtually impossible in some small communities. How to secure complete, accurate child evaluation, not once, but at repeated intervals during the child's period of development, is indeed a problem which still merits the full study of many communities. If our goal is to bring the child to the maximum of his capacity, we have to know what that capacity is. If our goal is to eradicate those physical, social and emotional problems which are treatable, we have to know with some exactness the extent and nature of the problem.

A final essential for good pre-school resources is communication between the parents, the community and the agency responsible for the pre-school programming. We have learned that the child cannot be treated as an isolated individual, nor can the parents alone be given service. We have learned that it takes many kinds of persons to provide the services needed by one child in one family. A very brilliant teacher from the Yeshiva Medical School in New York remarked at a meeting only a week ago that it takes a whole contingent of specialists to serve the young child well. It requires one group of specialists who are capable of giving endless warmth and encouragement as the child seeks out those experiences which will enable him to widen and understand his world, another group whose abilities are in understanding the physical and developmental needs of the child, still others who are skilled in the areas of human behavior and family life, and others who have the ability to administer, to bring to bear all of these skills in the right amounts and at the appropriate time for the individual child.

It is seldom that all of these needed skills will be found in one agency and, indeed, there may be many instances where they do not exist in a whole community. Yet, wherever services for the blind child are offered, some attempt has to be made to marshal all of these helping and treating and planning services. There is no simple blueprint to the understanding and organization of a community. The way in which a community

develops service will very much depend on the social level of the majority of its population, its nearness to large teaching institutions, its tax structure and, very largely, on its view-points on education. In the community which sees its public education system as a social institution, existing to service the total population of its children, one is apt to find good services developed for all of the needs of the children. Where one finds a public school system operating in a sort of distant separation from the rest of the community and seeing its function within the tight limits of academic education, then one is apt to find a poor understanding of the overall needs of the child population and a failure to recognize the need for services other than in the direct area of education.

In any community, however, blind children exist in such very small numbers that we frankly cannot expect to find a wide interest and understanding of their needs. This does not mean that the blind child cannot be served by a community based agency. It does, however, mean that someone who is familiar with the problems of blindness in children has to assume a direct role in community planning and education in order to facilitate the service of the child by the generic agency. It may well mean the formal planning on a high administrative level between the agency or school for the blind and the appropriate community agency or agencies, for a joint program of service including, if it is appropriate, payment for certain services by the agency or school for the blind.

Community cooperation goes a step further than planning, however. It will only succeed if there is complete respect between the agencies each for the work and staff of the other - if there is complete honesty in the sharing of information between the agencies, if there is a genuine willingness to let the client go to the community agency for service with no need to retain some kind of hold upon him. Just as we seek maturity for the child we serve, we must seek and expect maturity from the institutions in our community, and we must search our own behavior for the evidence of pettiness and immaturity which so often creeps in.

In the area of early childhood services we have, then, learned much through the pressures of service to the generation of RLF children. If this knowledge has the opportunity to deepen and ripen and, if there can be added to it the new learning and the willingness to experiment, our philosophy of service will become the reality of practice, and the children served can hope to become truly integrated into a community which we have made ready for them.

¹Adelaide Johnson, M.D., "Sanction for Superego Lacunae of Adolescents" Searchlights on Delinquency, (New York: International Universities Press, Inc., 1949), p. 225.

²Sadako Imamura, Ed.D., Mother and Blind Child, American Foundation for the Blind, Inc., 1965, (Wm. Byrd Press, Inc.)

HOW SHALL WE SERVE OUR VISUALLY HANDICAPPED PRESCHOOL CHILDREN?

Raymond M. Dickinson

Coordinator of Visually Handicapped Services
Department of Children and Family Services
State of Illinois
Springfield, Illinois

Some Administrative Considerations

One of the most challenging aspect of special education, and indeed of life itself, is that of training a blind child in the preschool years. So, a career as a preschool worker or nursery school teacher, as the case may be, is a responsibility, a challenge and a reward all rolled into one. It is a responsibility for the child's future, a challenge to the imagination and a reward in seeing tangible progress. These considerations dictate the quality of service we must have, and the personnel we need to secure it.

The administrative pattern used in providing service to preschool visually handicapped children is less important than the kinds of knowledge, skill and insight brought into the program, and the day to day teamwork you get. You need the medical information, and not just ophthalmological, but all round, to know what your child's health, his handicaps, and hopefully, the prognosis. You need psychology to assess your child's abilities, and to understand the best way to deal with him. You need casework to help the parents in freeing themselves from their natural sense of guilt and inadequacy, as well as accepting, not the child's blindness, but the child himself as a person, including all that he is and is not. Then, you need teaching so the child learns what is in his surroundings and how to make use of what he finds. Developing the senses he has, gathering and organizing experience can be a real adventure for child and teacher.

If these disciplines are represented by the pediatrician, the psychologist, the social worker and the teacher, they must have some relationship, even if the pediatrician is the family doctor and each of the other professional persons is from a different service or agency. We hope, however, they would be working for the same school or agency administrator. In any case, they must be on the same team working for the same goals, namely, the child's best development, achievement, and satisfaction in living even though he is handicapped.

It is assumed, perhaps arbitrarily, that the term, "preschool," means that period in a child's development that chronologically precedes school enrollment. It is recognized, also, that children determined to be deviant or multiply handicapped may function for a long time, as would preschool children; but these children will need more intense, special, medical and other services involving specific disciplines in addition to those that have been indicated. Since service to these children entails more complex considerations, it is not included here.

In our approach to preschool programs, for the past 25 years, we have been creatures of fashion. We had preschool workers on state programs, somewhat like orphans. We had them tied in with nursery schools. Then we got special arrangements with children's clinics and eye service. About the same time, came institutes for parents at residential and day schools. Then, institutes were out and parents groups began on local levels. In some places we looked at the whole problem as if it were all casework and tied it in with child welfare services - sometimes specialized and sometimes not. In some areas, we began to develop downward from kindergarten and nursery programs to parents' counseling, and there were even nurseries for blind babies. Some started with schools; some with voluntary agencies; some emphasized teaching, some medical, and others social work. We have even considered it as a special project in a university program.

In Illinois, we had all of these at one time or another, except the nursery for blind babies. But, such resources in other states were used for Illinois children. In fact, we even experimented with making preschool workers out of blind home teachers. We were convinced that, as a long run plan, this would not meet the needs of our children best, but we were forced to do it to meet the emergency call of parents for information and help. It did help, however, to focus attention on the problem and brought allies from the University of Chicago Eye Service, the Illinois Commission for Handicapped Children and the Division of Child Welfare.

It seems a long time ago now when we went begging for private funds to employ our first trained home counselor and assigned her to our Service for the Blind. Within a couple of years after this, the service became a regular part of the Division of Child Welfare.

Some of us thought the institutes held at the residential school had a good many plusses. They brought together in one place many needed disciplines. They had discussions with parents and observed the children in the same setting. They began to develop relevant data and served as a base for work in the parents' homes during the year. But not all parents who needed help could come to institutes and stay for the desired length of time. In some instances, parents' groups, sponsored by an agency, have managed to utilize some of these plusses in a number of localities.

The big problem in emphasizing the four disciplines I have named is that too often the blind child becomes exclusively or primarily a patient, a subject, a client, or a pupil, and now with our emphasis upon the scientific approach, an object of research. The trouble is that all of these added together do not make a live, sentient, human child who must grow up and become an important part of his world of seeing people. The wonder is, really, that our blind children have done so well.

This is why I say that whatever pattern you have, there must be a vital, cross-fertilizing relationship among all the disciplines concerned. The administrator, or supervisor, must not be a mere arbitrator, keeping the specialists happy, receiving their just amount of

recognition. He must be one who sees the child as a whole and be able to mold examination data, health charts, case histories and progress reports into a living perspective that keeps the goal of education and preparation for life with a visual impairment, in a world dominated by seeing people, foremost.

Whatever discipline he owes allegiance to is not important, if he can divorce himself from it when he is looking at the child as a whole, vibrant, expressive human being. Also, he must be able to check out diplomatically, biases and misjudgments.

"What am I talking about?" you may well ask. Let me say it this way. The greatest dynamic service the preschool administrator can render is to keep the team seeing the child's needs in terms of his future, as a whole, and not let the opinion of one expert take the whole team on the wrong track. Last year a blind student turned up on the honor roll of a university. Her name recalled a blind child with no speech who screamed better than she did anything else. The point here is that if the psychologist's recommendation had been followed, she would have grown up in a state institution. You say, "This couldn't happen now!" Maybe not to that extreme, but science has not yet ruled out errors in human judgment even among experts.

So, we must have checks and balances among disciplines, even as we do in government. Therefore, whether you start your preschool program with a casework agency, a school of a department of education does not matter so much as that you have all disciplines on the team whether they are in the same school or agency or not. If not, however, better have an interagency coordinating committee that works, not just advises. And, it should have skills, too, not just big names. Better have on this committee, too, a representative of a service for the visually handicapped so some use can be made of its experience and point of view.

I used to think that preschool training should be a part of the agency for the blind, but I have long since come to feel that this could stress blindness at the expense of seeing the whole child. On the other hand, however, residential schools for the blind have developed much knowledge, that should be used, about realistically what the blind child's future can be like.

In this group, of course, I do not have to stress that the service given should point toward school experience. Yet, if the preschool service is not in a school or department of education, this could be understressed. Who should run the show? - an educator who sees life, a doctor who is a disciple of hope, a social worker who loves children or a psychologist who places no limits on the potential for abundant living. It goes without saying, of course, that all these, including those who work directly with the children, will be properly accredited in their respective professions. What I am talking about are indispensable personal qualifications.

Don't have a teacher who dislikes recalcitrant pupils, a doctor who just writes prescriptions, a social worker who sees a blind child as the product of family maladjustments, or a psychologist who has to measure everybody, and under no circumstances, have a researcher.

The research man is important for he discovers knowledge, but for practitioners to use. Have an administrator who believes in miracles, even if they don't often occur, and one who would rather waste money for what looks to be a hopeless child than save money by holding back opportunity where it might be used. The highest compliment a superior ever paid me when I was directing a rehabilitation center for the blind in Chicago was to say that I was doing a courageously impossible job. I was not certain that he considered it a remark of merit, but I did. What training should the administrator have besides his specialty? - the diplomatic service.

If we close the door of opportunity for our handicapped children, who else will open it? The fundamental importance of freedom of movement and meaningful contact with the environment to total successful growth and development cannot be over-emphasized for any child. Any contribution which will facilitate this growth for blind children deserves the thoughtful and critical attention of all of us in the field.

LIBRARIES AND LIBRARY SERVICES FOR VISUALLY HANDICAPPED

Myrtis Jones

Librarian, Arkansas School for the Blind
Little Rock, Arkansas

The areas of emphasis in the United States today are knowledge, understanding and education. The need to be informed is of utmost importance. "learning has come into its own."¹ Wherever learning is needed - in school, in business, in government, or in community life - it is the librarian's role to bring together people and the recorded knowledge to fit their need.

In education it is essential that all youth, from the youngest, slowest learner to the brightest upperclassmen, have an abundance of learning materials. These are the basic tools of effective teaching and learning, and it is the right of every student to have these resources easily accessible. "Instructional materials on a subject or problem should be immediately at hand."² This is important to any school child, but it is especially important to the visually handicapped child.

The library itself should be cheerful, with an atmosphere that is friendly and inviting. Restful colors of the wall, and warm tones of the wood of furnishings and trim can be combined to form a pleasing background for brightly colored books. Flowers in a planter on the window ledge, and in a pot on the charging desk can help to create a cheerful atmosphere.

Accessibility of materials is necessary. Place the unabridged dictionary on a revolving stand near the main entrance to the library. The morning's newspaper on a stick by the entrance, assures ready accesibility of two of the library's most-used materials.

The card catalog is the key to the library's store of knowledge. It should be near the charging desk, but out of the line of traffic. If a child is working on a class project or pursuing a hobby, the card catalog may direct her to look in the "vertical file" for additional information. Having the vertical file cabinet nearby speeds the search.

Not only does the student need ready access to materials, but he needs a place free from distraction in which to use these materials. No matter how quiet the main room of the library is kept, the necessary activity carried on there is distracting. Four people seated at one table, handling materials and moving back and forth to exchange materials, cannot keep from breaking the chain of thought for each other. "Togetherness" is good in its place, but "aloneness" is better for concentration. The library, as a learning laboratory, should provide individual study areas to allow the student to make the best possible use of the materials of learning. Individual study carrels give the student privacy while he works with, and among the library materials he needs.

Printed materials are not sufficient to the needs of today's student. He must have the audio visual materials of learning, as well. These materials should be supplied on an individual basis so that each person may fit them to his own need. This makes the audiovisual-equipped carrel of great importance in school libraries. Each carrel should be equipped with the machines and controls that make it possible for all types of materials to be used at the student's convenience - television (both closed circuit and commercial), radio, rear view projection screens, record players and tape players. A mechanical core placed at the center of the unit of carrels, and accessible through sliding panels in each carrel, houses the machines necessary to rear view projection, etc.

Adequate study facilities are important to maximum use of materials and equipment, but most important is their effect on learning. Therefore, we should supply our students with these facilities as fast as our situation will allow. However, good library service is not entirely dependent on ideal facilities, but is sometimes found where physical facilities leave much to be desired. The indispensable ingredient in good library service is the librarian with know-how and a sincere desire to serve the needs of her students and faculty. It is this ingredient, more than any other, that keeps library service in proper focus.

Bringing a library into usefulness for people who must read braille, presents some problems of space and materials. They are problems to be solved however, and are not insurmountable. These same problems of space and materials are involved in developing libraries for low visioned people who read large print. Materials in large print are more limited than materials in braille, and so the problem of materials is increased. The person with partial vision is often quite dependent on recorded books and reader service for certain materials such as daily newspapers, pamphlets and clippings, portions of large reference works, etc. This causes an additional problem of space in the form of conference rooms,

reading rooms, or sound-proof carrels where the reader can read to the student without disturbing others.

In order for school library service to visually handicapped children to be adequate, the organization of the library must be such that it will allow these children to go about their work with the same confidence and effectiveness other children enjoy. They **NEED** the feeling of independence that comes from being able to do their work on their own. They **NEED** the savings in time they can get by proceeding with their work independently. They **NEED** the feeling of accomplishment that comes from performing, unaided, their assigned tasks. It is true that all people have these same needs, but for the visually handicapped, these needs are far greater! Therefore, it is imperative that their school library be functional for them - that it be a library for them to use!

Devices that will help a student to work with more ease and independence, should be available to the student in the school library. Magnifying devices are often helpful to partially sighted students in their use of printed materials. A rear-view type opaque projector in a darkened area magnifies to a degree which enables some students to read news print with its help. Hand magnifiers kept near the charging desk allow students to choose the type of magnifying device which works best for them. The use of magnifying devices greatly expands the amount of reading material available for some of the partially sighted children.

What can we do about providing adequate library services to the visually handicapped? We can begin where we are. A lack of physical facilities is no excuse for a lackadaisical attitude toward library service to visually handicapped children. The very small school library can render effective service.

The most important single ingredient in effective library service is the professional librarian who is imaginative, creative, energetic, and interested in the welfare of the students and teachers she serves. Such a librarian serves now, with what she has, and improves facilities as fast as she can.

The Library of Congress, through an appropriation of Congress, makes available many of the materials of learning in various media the visually handicapped can use. School libraries serving visually handicapped children can obtain these materials as a loan, a Federal Quota, or as an out-right purchase.

Many church and civic groups prepare materials for free distribution to visually handicapped people. There is an abundance of material! Mr. Eric Josephson of the American Foundation for the Blind, said, "A growing world of books beckons. Can blind people be helped to discover it?" Visually handicapped school children can be helped to make this discovery. The growing world of books can be theirs through good school libraries!

1"At the Very Center. . .The Librarian." (Career Pamphlet) ALA

²Standards for High School Library Programs. (Chicago: American Library Association, 1960) p. 60-61.

ENRICHMENT THROUGH A TOUCH AND LEARN CENTER

Elisabeth D. Freund

Curator/Museum, Overbrook School for the Blind
Philadelphia, Pennsylvania

The new Touch and Learn Center for the Blind at Overbrook was built up with very little expense. Most people are interested in helping the blind so you only have to get in touch with the right persons, museums, taxidermists and manufacturers and they will donate which you need. The yellow pages of the telephone book are of enormous value. In difficult cases your senator will help. From the beginning try to get publicity - through newspapers, interviews on radio, TV, etc.

Science and Classic Fairs held in the spring all over the country are a marvelous source for good models which only have to be adapted and brailled for their special purpose to be valuable exhibits.

Try to have sturdy models because they have to stand up to rough treatment by many hundred fingers. Cutaway models with movable parts, if possible even with sound effects are the best. Try to have the models made of the "real stuff" e.g. use wood for log cabins, or stones for building an old bridge span.

It should go without saying that you have to keep in touch with the donors once you receive anything from them, and that you have to build up good will by writing thank you letters, or showing them what you did with their material.

Keep away from the danger of building a curiosity shop. Your main goal is to collect feelable illustrations for braille textbooks. Begin cataloguing all things you get from the very first. You need an alphabetical catalogue of all objects and a second one with subject categories. It is astonishing how much, especially the latter one helps in making up a good exhibition.

I.C.E.B.Y. CONFERENCE PLANS

Dr. Edward J. Waterhouse

Director, Perkins School for the Blind
Watertown, Massachusetts

The fourth quinquennial conference of the International Conference of Educators of Blind Youth will be held at the Perkins School for the Blind, August 20-26, 1967. This program has been internationally planned. The meat of the conference consists of nine workshops. Because three will be running concurrently, no person will be able to attend all nine workshops; they can only attend three. The workshops are: "Evaluation and Assessment of Pupils," directed by Carl J. Davis, "The Teaching of Numbers," directed by Mr. Benjamin Smith and "The Teaching of Home Economics," for which the leader is to be Miss Anna-Greta Janson of Stockholm, Sweden. "Daily Living and Physical Activity," will be led by Mr. Kooyans of the Netherlands, "The Teaching of Science," under the joint leadership of Mr. Colborne Brown of the Royal National Institute for the Blind and Mr. Richard C. Fletcher of Worcester College for the Blind, "The Teaching of Music" will be led by Mr. John DiFrancesco of the California School for the Blind. The last three are "Teaching of Literacy through Braille," Dr. Berthold Lowenfeld; "Teaching of Geography and Social Studies," T.V. Thomas of Hoami College, New Zealand; and "Teaching of Slow Learners" directed by Mr. S.O. Myers of Condoover, England. There are some general sessions which will include going to the Massachusetts Institute of Technology for an afternoon of demonstration of technical devices for the blind. There will also be various educational and recreational tours.

Prior to the Conference itself, there will be a week of leadership projects, one for Administrators and one for Educators. Each is to be limited to 40 participants. The two projects will meet in Washington and spend a day at the Library of Congress. The Administrators will then spend a half a day at the Biometrics Division of the National Institute of Health, learning how to evaluate blind people in their communities; they will also visit the American Printing House for the Blind in Louisville, Kentucky. The Educators will visit the Seeing Eye, Inc. at Morristown, New Jersey. The two groups will join in New York City where they will have a program under the direction of The National Society for the Prevention of Blindness; then they will proceed to Boston where they will meet all the other people who have not been participating in the Leadership Projects.

The United States is entitled to six delegates at the ICEBY Conference. The delegates are to be appointed by a special committee selected by President Lee Iverson of the A.A.I.B. The only difference however between a delegate and any other professional person attending the conference is that the delegate will have a vote at the business meeting. An attempt is being made to keep business at a minimum, however, with concentration on educational discussions. Committees have been appointed that will bring

in reports, thus most of the business will be accepting these reports.

The financing of the conference has been undertaken by the Board of Trustees of the Perkins School for the Blind. They are making it possible for people coming from overseas to receive their board and room as well as their educational and recreational tours and banquet without any charge whatsoever. This is a major item, particularly when it is necessary that translation facilities be provided. There will not be instantaneous translation at all of the workshops, but there will be at all the general sessions and at least one of each of the workshops. Instantaneous translation will be in English, French and Spanish.

Let me try to give some idea of the kind of contribution I hope that Americans attending will offer. First of all, of course, hospitality - to give these people from overseas an opportunity to meet as many people from all over the United States as possible, in addition, of course, to such members of our own staff who will be on duty and the six delegates and several members of the Executive Committee. Secondly, a certain percentage of people to whom English is the native tongue are necessary. We have found in previous conferences that Americans and people from England frequently have to help interpret where English is the common language. An Indian will say something that may be misunderstood. The English and the Americans in the group can spot what has happened very readily and straighten things out. It is a contributory role which Americans must play and therefore I am hoping that such Americans will come. We have been asked particularly to make sure that even though the program is an international one, that there will be a major opportunity given to learn what is being done in America. It will undoubtedly be many years before the ICEBY will come back to the United States. We are expecting 150 persons from overseas; it may be necessary to limit the United States participation to not more than 50.

I attended the first conference of the National Association of Instructors of the Blind in India last month. I wonder how it compared with the first meeting of the A.A.I.B. 100 and some odd years ago. I am sure in many ways it was very different indeed because I know from experience at least up until the early 1950's most of the people attending these conferences were just the Administrators, but in New Delhi, they were mostly classroom teachers. There were 300 who came from all over India; no one attending paid his own expenses. The NAIB raised the money to bring people from all four corners of India to attend that conference and they provided them with free accommodations. The Vice-President of India addressed the conference in its opening meeting and it was a thrilling experience. Many of the Indians did not understand all that was going on; the conference was bi-lingual - it was in English and Hindi. There were many people however who did not know either language well. They were huddled together, the Tamil group for instance was in one corner because someone in that group did know both English and Hindi and was translating for them. The enthusiasm of the group was extremely contagious and it was a very rewarding experience.

When the ICEBY meets in Watertown next year, I hope that the participants will feel something of enthusiasm which we in America do have and thus I hope that around 50

of you will feel that this is sufficiently important to invest a week of your time and expense money.

PRESIDENTIAL REPORT OF THE 1964-1966 BIENNium

Lee A. Iverson, President

Chief, Department of Children and Family Services
Springfield, Illinois

After 17 years of close association with various programs devoted to the education of visually handicapped children, I shall always maintain an active interest in this field. However, I realize that this week marks, to a limited degree, a change in my relationship with most of you. Not only will I be leaving the Board as an active member to join the present distinguished list of past presidents, but also my current position which includes administrative responsibility for five different schools for handicapped and neglected children makes it necessary for me to become more active in organizations concerned with deaf, orthopedically handicapped, and dependent children. It is with regret that I contemplate this change, but after eight years as a Board member, I am confident I have exhausted any resources I may have had for making contributions to this Association.

Without any reservations I can say these 8 years of working with the AAIB have been a wonderful experience. I have met and worked with many interesting and talented people whom I would not have otherwise known. I have been able to participate in varying degrees in the development of a number of projects and programs, which in my biased opinion have been beneficial to the visually handicapped children we all attempt to serve in one capacity or another.

I suppose I can best summarize my feelings regarding these last few years with a statement which is so commonly heard from the weary soldier returning from a combat zone, i.e., It was exciting, it was interesting, and I would not take a million dollars for the experience, but I sure hope I never have to do it again.

On a more serious note, I believe all of us owe a great deal to the dedicated people who have contributed so generously of their time and efforts to promote and develop this Association and its goals throughout the years. I, personally am particularly indebted to the entire present Board for its wonderful cooperation, its guidance, and its hard work. I am especially grateful to Max Woolly, our immediate past president, to Stewart Armstrong, the first vice-president, and to Bill English, the second vice-president, for their efforts, their assistance, and their understanding counsel throughout the past two years. Without them my tasks would have been impossible.

Our paid staff also has been and is outstanding. I believe it is safe to say that in 1960 when Maurice Olsen became our first executive secretary many educational organizations had not heard about the AAIB. Mr. Olsen rapidly corrected this situation, and soon individuals and organizations were not only hearing about our Association, but were also hearing from it. I am confident that most of the increased stature the Association may have gained in recent years is due primarily to Mr. Olsen's effective efforts. I am equally confident that all of you shared the Board's deep regrets when he decided to resign as executive secretary to become the Superintendent of the Missouri School for the Blind.

Although many of you possibly have not had the opportunity to become well acquainted with the new executive secretary and to fully appreciate his abilities, I have no doubt that Mr. Paul Thompson will ably carry on and expand the services which were initiated by Mr. Olsen. Without minimizing Mr. Armstrong's work, I can assure you Paul has played an important role in developing this Conference.

In making this report to you I should like to discuss briefly some of the major developments and decisions which have been made during the last two years by the Association and present two matters which I believe the Association should consider in the relatively near future.

For the past two years the Association has had some 20 committees which included over 100 of our members. The members of these committees in general have devoted a great deal of time and effort to expand and improve the services of the Association. Rather than to go into detail at this time regarding the various activities of these committees, I would merely like to express my appreciation to them for their work and refer you to later reports, both written and oral, which will give a more comprehensive overview of their achievements.

During the last two years, the Association has sponsored, co-sponsored or promoted a number of projects and activities which have made significant contributions to the entire field.

It is obvious an Association such as ours with only two full-time paid staff members cannot by itself carry out all of the special projects and provide all of the services needed for the education of visually handicapped children. We have been most fortunate in being able to secure the cooperation and support of a number of agencies in providing additional services. For example, the workshop for industrial arts teachers of the blind held each year at the State University in Oswego, New York, is sponsored cooperatively by the AAIB, the University, the American Foundation for the Blind, and the Vocational Rehabilitation Administration.

The very successful pre-school conference which was held in March 1965 was jointly sponsored by the AAIB and the Missouri School for the Blind. The three regional career days which were held during the last two years would not have been possible without the generous support of the host schools, the American Foundation for the Blind, and the various sponsoring state and federal agencies. The modern mathematics workshop

which is now being conducted at Brigham Young University is sponsored by the AAIB, the Utah Schools for the Deaf and the Blind, and the University. The 1965 houseparents workshop certainly owes most of its success to the fine efforts of the administration and the staff at the Indiana School. The youth music program for visually handicapped high school students which is being held this summer at Michigan State University could not have developed without the pooling of efforts by our Association, the American Foundation for the Blind, and Michigan State University.

In my opinion this cooperative approach provides many advantages. Not only does it produce services which it would be impossible for the Association to provide on its own, but it also makes it possible for various agencies and organizations to become interested and active in providing the services required to meet the needs of visually handicapped children. Perhaps one of the major roles of the Association in the future should be to determine areas of special needs and to then stimulate the appropriate organizations to provide services designed to meet those needs.

During the last two years the Board has made a number of decisions and developed new policies which should prove to be beneficial. Naturally, one of the major decisions made was the selection of a new executive secretary. Since the Board was aware of the importance of this choice, a recruitment flyer was mailed to each AAIB member and to a large number of universities and other agencies specializing in education or welfare. After adequate time had elapsed so that all interested candidates could apply, the screening committee made its recommendation which was unanimously approved by the Board.

Due to the increased activity in the areas of health, education and welfare by the Federal Government, the Board has for some time been considering the merits of re-locating the National Office from St. Louis to Washington, D.C. Since the advantages seem to far outweigh the disadvantages, it was indicated to Mr. Thompson at the time of his initial interview that it was quite possible the office would be relocated. At the October, 1965 Board meeting, it was decided the office should be moved to Washington as soon as possible. Various locations in Washington were explored by a committee of the Board last winter and an office site was selected. The rental agreement has been virtually completed, and the relocation is scheduled for no later than August of this year.

I realize in a meeting such as this which includes representatives from all areas of the Nation, there is always a rather wide range of opinions regarding the desirable extent of Federal aid to education. However, such recent laws as 89-10 and 89-313 have provided substantial amounts of money which can be used by all types of special education and particularly by the state residential programs for handicapped children. In general the reception of these bills has been good and there seems to be every indication they will be continued and expanded in the future and that an increasing percentage of the total budget for education will be provided by the Federal Government. If these assumptions are correct, it seems imperative that this Association develop a closer liaison with the

Congress and the U.S. Office of Education so our needs can be explained and so the various federal programs which are developed can be interpreted to the state and local education systems.

If 89-313 is an accurate preview of future legislation, I believe all of the administrators present who have struggled with the complications involved in this bill will agree any assistance our National Office can offer in providing early interpretation of future legislation will be most greatly received.

Since the Missouri School has been extremely generous in the rental agreement it has provided since the establishment of our National Office there in 1960, since the substantial operating grant which was provided by the American Foundation for the Blind will soon expire and since inflation has had its affect on our budget it was obvious increased financial support for the Association must be obtained. The Board and a special dues study committee gave this matter serious consideration and developed a revised dues structure which was presented in the March, 1966 issue of the International Journal and which will be submitted to you for your approval on Thursday morning. If this schedule is approved, the Association will not only become self-supporting, but will also be able to expand and improve the services it provides.

The organization and function of the AAIB-AAWB Braille Authority is another matter which has received considerable study by the current Board. The Board is unanimous in its appreciation of and respect for the present members of the Braille Authority and has been very favorably impressed by their work, but the Board has believed this Authority could be even more effective if the number of members were increased, if a definite term of appointment for each member were established, and if more research could be initiated. During the winter a meeting was held with representatives from the AAIB, AAWB and the Braille Authority to discuss possible reorganization. General agreement was reached, and if current plans materialize, the Braille Authority will be increased to five members. The individual members will be appointed jointly by the two associations with staggered terms, so that one vacancy will occur each year and both associations will make active efforts to secure adequate funding for the Braille Authority so it can expand its research and disseminate functions.

As you know, the Board decided that beginning with the January 1965 issue the Fountainhead would be printed and distributed to the entire membership. The response to this action has been excellent not only by our members but by colleges, universities and departments of education as well. The Board believes the Association has now reached the point where it should have its own publication, and at this time it seems advisable to explore the possibility of acquiring ownership of the International Journal for the Education of the Blind rather than to consider expanding the Fountainhead or developing a new publication. The Board is presently negotiating with the Trustees of the International Journal with the view of transferring the ownership of that publication to the AAIB. There are a number of legal, financial and other considerations which must be resolved before such a transfer of ownership can be accomplished, but it is hoped a decision regarding the feasibility of this plan can be reached next October when both the AAIB Board and the Journal Trustees

will meet in Louisville, Kentucky.

Publication costs are one of the major expenditures of the Association, and a committee of the Board is making a careful study of our practices and policies relating to publications and rather extensive revisions are anticipated in the near future. On Tuesday morning you will be asked to approve two amendments to the by-laws which will give this committee greater latitude for its planning.

Our Association has experienced an encouraging rate of growth during recent years and the current membership of approximately 2500 makes it clear we are now so large that only a very limited number of schools could provide adequate accommodations for our Conferences. Due to this increased membership, which we welcome, it is planned that all future Conferences will be held in hotels. In 1968 we will meet at the Royal York in Toronto and in 1970 at a hotel in New Orleans. On Thursday morning you will be given an opportunity to select either Atlanta, New York City, Miami Beach, or Washington, D.C. as the site for the 1972 meeting.

As I mentioned earlier there are two matters which I believe merit special consideration by the Association in the near future. Neither item is particularly new since both have been discussed by the Board and the membership for several years, but no formalized decisions have been reached. Due to a number of recent developments, in my opinion these matters warrant our renewed attention.

As many of you will recall when Mr. Ross Huckins of California was a member of the Board he expressed on several occasions the advantages of selecting a new name for the Association which would more accurately describe our interests and purposes. Since that time the trend of including both blind and partially seeing children in the same classes has increased in both the residential schools and in the local programs, and an increasing number of teacher-training institutions are now preparing teachers to work with the full range of visually handicapped children. Due to the changing philosophy regarding the use of sight by children with very limited vision, many youngsters are now reading print who would have been using braille only a few years ago. Because of these developments and others, it would seem there is considerable merit in selecting a new name for the Association which would indicate our activities in serving all visually handicapped children, not just those who are totally blind or who are braille users, as our present name implies.

Judging from the discussions I have had, very few people object to a name change, but the selection of a name which is more appropriate appears to be the major obstacle. I should like to suggest that the new Board appoint a committee to study this matter and develop a recommendation for your consideration at the 1968 Conference in Toronto.

The second item which I believe requires special attention during the next two years is the extent of our affiliation with CEC. As you know, a closer relationship has been developed with the Council for Exceptional Children during the last few years. At the

last two CEC annual Conventions, the AAIB has sponsored luncheon-program meetings which have been well attended. During the last few years officials of the AAIB have had a number of meetings with representatives of the Council for the Education of the Partially Seeing, which is the group within CEC which is primarily concerned with visually handicapped children. A good relationship has developed and several activities will be jointly sponsored by this group and the AAIB in the future.

The Board and National Office of CEC has always been helpful and cooperative, but since we have become an affiliate, the interaction between the two organizations has significantly increased. No doubt all of you are aware of the active role played by CEC in the development of the legislation which resulted in PL 89-10 and PL 89-313 which make state facilities for the education of handicapped children eligible for Title I Funds.

The National Office of CEC has also offered to provide any possible assistance in connection with the establishment of our National Office to Washington, and I am sure Mr. Thompson will find Dr. Geer's counsel to be very helpful when he starts developing our contacts in Washington.

As a final recommendation to the new Board and the membership, I would suggest our relationship with CEC be studied with a view of closer affiliation. I am not necessarily suggesting we become a division of CEC, although such action may offer many advantages, but I do believe the merits of closer affiliation should be evaluated. After all, the vast majority of the education programs for visually handicapped children in the United States are now serving children who, in addition to having a visual loss, have one or more other handicapping conditions. In my opinion, the CEC has much to offer all of us in learning how to better deal with these youngsters who may have such disabilities as mental retardation, emotional problems, hearing loss, or brain injury, in addition to a visual problem. I personally hope the affiliation and joint efforts which have been established between the CEC and AAIB will continue and will be strengthened.

In conclusion, I should like to thank all of you for your cooperation, your interest, and your efforts on behalf of this Association and the youngsters we serve. I believe through your efforts this Association and the total field of education for the visually handicapped has made many important strides during the last several years, but I believe with the recent increases in funds, with the greater availability of staff, and with expanded facilities, far greater progress will be made in the future. It will be an exciting time, and on second thought - I do wish I could do it again.

AAIB-AAWB BRAILLE AUTHORITY REPORT

Bernard M. Krebs, Chairman

Librarian, Jewish Guild for the Blind
New York City, New York

In accordance with its basic responsibility for the development of braille codes designed to express the multifarious symbols and techniques employed in ink-print publications, the AAIB-AAWB Braille Authority is offering a new braille code of phonetics for consideration and adoption.

The proposed code has been drawn from the International Phonetics Association Manual and from the Braille Notation of the International Phonetics Alphabet of the Royal National Institute for the Blind, 1932.

To assure that the information in the code would be current and complete, the Braille Authority was fortunate in having the cooperation and assistance of expert consultants: Professor John Lotz of Columbia University, Dr. Don Graham Stuart of Georgetown University and Mr. Thomas Bickford a blind student at Georgetown University.

Codes which have been officially adopted and which are currently in use include those for music, mathematics, English braille, and textbook techniques all of which have been developed with the assistance of specialists who have contributed their knowledge and services. The Braille Authority has endeavored without success to obtain the volunteer services of experts in the field of chemistry. It seems evident, therefore, that funds must be made available to employ a qualified consultant to assist in the preparation of a braille code for chemistry.

The Braille Authority was requested to comment on a proposed embossed system being developed by Mrs. Evangelia Micropoulou. This code was found to be quite similar to New York Point and therefore offered no new principles for an improved embossed system for touch reading.

In order to update existing codes, the Braille Authority is recommending the approval of a number of additions and corrections to the Textbook Format and English Braille Codes. Such additions will be necessary from time to time so that the braille reader will be provided with the fullest information through the inclusion of braille equivalents for new symbols and formats occurring in ink-print texts. In addition, questions from the field have indicated the need for a number of clarifications of specific rule provisions.

The phonetics code and the additions and clarifications to the English braille and Textbook Format Codes have been made available for study at this convention. The Braille Authority hereby submits these materials for your approval so that they may be incorporated into the official Braille Code.

FINANCIAL REPORT AND 1966 BUDGET

R. Paul Thompson, Executive Secretary

St. Louis, Missouri

The following is a summary of the 1965 financial standing of the American Association of Instructors of the Blind:

Balance Sheet as of December 31, 1965

Assets

Cash in Bank (checking and savings accounts)	\$ 7,708.30
Investments	24,210.35
Interest Accrued	<u>277.61</u>
Total Assets	<u>\$32,196.26</u>

Funds and Liabilities

General Fund	\$10,817.52
Special Purpose Funds (Life membership, Scholarship, Ways & Means Music Contest, Special Projects)	12,602.98
Restricted Funds (ICEBY, Convention, Workshops, Publications)	<u>8,218.21</u>
Fund Balances	\$31,638.71

Liabilities (Accounts payable, Payroll taxes payable)	<u>557.55</u>
	<u>\$32,196.26</u>

Receipts and Disbursements as of December 31, 1965

Receipts

Membership Dues (Individual, Corporate, Parent Group, Agency, Student, Contributing	\$32,098.81
Other Income (Investment Interest, etc.)	<u>825.93</u>
Total Receipts	\$32,924.74

Disbursements

Salaries, Taxes, Employee Benefits	\$14,599.04
Travel Expense	2,165.96
Office Expense (Audits, Postage, Telephone, Rentals, Repairs)	2,995.61
Professional Activities (International Journal, Outlook for the Blind, Dues & Donations)	7,207.80
Committee Expenses	792.78
Total Disbursements	<u>\$27,761.19</u>
Excess Receipts over Disbursements	5,163.55

Budget for 1966 Calendar Year

Anticipated Receipts

Membership Dues	\$29,000.00
American Foundation for the Blind Operating Grant	2,500.00
Other Income (Convention Receipts, Misc.)	1,825.00
Transfer of Funds from Convention and Workshop Funds	770.00
Total Anticipated Receipts	<u>\$34,095.00</u>

Anticipated Expenses

Salaries, taxes and Employee Benefits	\$17,295.00
Travel	1,800.00
Office Expense	3,400.00
Professional Activities (Journal, Fountainhead, Dues, Donations)	8,600.00
Convention Expenses	1,600.00
Workshop Expenses	1,400.00
Total Anticipated Expenses	<u>\$34,095.00</u>

AMENDMENTS TO THE CONSTITUTION AND BY-LAWS OF THE AAIB

The following amendments to the Constitution and By-laws of the American Association of Instructors of the Blind were adopted by the Conference, June 26, 1966:

Article IV of the Constitution was amended to read as follows: "The Board of Directors shall have the authority to appoint replacements for any of the above officers when vacancies occur during the biennium, and to appoint an Executive Secretary, whose duties and responsibilities will be directed by said Board."

Article V of the Constitution was amended to read as follows: "Regular meetings of the Association shall be held in even-numbered years, at such times and places as may be designated by the Board of Directors. Special meetings may be held on the call of the Board of Directors, notice of which shall be sent to all members not less than three months prior to the date of proposed meeting. No meeting shall be held in a location where all members cannot freely participate and be fully accommodated without discrimination, regardless of race, color, religion, national origin or ancestry."

Section 1 of the By-Laws was amended to read as follows: "Eligible voting members from at least fifteen states or provinces, totalling at least one-twentieth of all eligible voting members of the Association, shall constitute a quorum during a regular meeting."

Section 4 of the By-Laws was amended to read as follows: "In addition to the usual duties, the First Vice-President normally shall be Chairman of the Program Committee. The Second Vice-President normally shall be the Workshop Coordinator."

Section 6 of the By-Laws was amended to read as follows: "The expenses of the Association shall be provided by annual dues. The dues structure will be recommended by the Board and presented for approval by the membership at a biennial meeting. Membership types shall include the following:

- a. Regular memberships
- b. Student memberships - open only to students enrolled full-time in a college or university
- c. School corporate memberships
- d. Parent group corporate memberships
- e. Agency corporate memberships - open to national, regional and local agencies, governmental units, colleges and universities, and other groups and organizations not eligible for school and parent group corporate memberships
- f. Life memberships - in addition to regular membership privileges for the lifetime of the member, Life members will receive a special Life membership card and a Life membership certificate

- g. Associate memberships - Associate members shall not be qualified for subscription nor voting privileges
- h. Contributing memberships
- i. Sustaining memberships
- j. Patron Standing - a patron is entitled to a Life membership
- k. Benefactor Standing - a benefactor is entitled to a Life membership
- l. Honorary life memberships - open for retired members only.

From the total amount collected for dues, each qualified voting member, individual or corporate, will be provided an annual subscription to a journal concerned with the education of visually handicapped children and youth."

Section 7 of the By-Laws was amended to read as follows: "Papers and lectures presented at the biennial meeting may be printed and distributed among the membership of the Association. This shall be done in accordance with regulations determined by the Board of Directors. Copies of these publications may be made available on a sale basis to any public libraries or others interested in purchasing them. The Board of Directors may determine the manner in which the minutes will be published and edited."

Section 9 of the By-Laws was amended to read as follows: "A general budget shall be adopted by the Board of Directors and approved by the membership at the biennial meeting. Bills which fall due between meetings of the Board may be paid by the Executive Secretary with the approval of the Secretary-Treasurer."

Two proposed amendments to the By-Laws which would have eliminated the Necrology Committee from those which the President of the Association should appoint, were defeated, indicating that the membership at this time wishes to retain the Necrology Committee.

REPORT OF THE RESOLUTIONS COMMITTEE

Lee Jones, Chairman

Superintendent, Georgia Academy for the Blind
Macon, Georgia

The Resolutions Committee presented the following resolutions which were duly adopted by the Conference:

Resolution #1 "Be it hereby resolved that the 48th Biennial Conference of the AAIB, assembled in Salt Lake City this 27th day of June, 1966, expresses our appreciation to the President of the United States and to Congressional leaders for the valuable contributions to the education of exceptional children made through the passage of P.L. 89-10 and P.L. 89-313, and that we express this appreciation through official communications.

Be it further resolved, that each of us here assembled individually expresses appreciation to his respective Congressman, notifying him of the additional services provided visually handicapped children through the enactment of this legislation."

Resolution #2 "Be it resolved that the Secretary of Health, Education and Welfare be requested by the American Association of Instructors of the Blind, assembled at Salt Lake City, Utah, June, 1966, to make as complete a survey as possible of the numbers of children in the United States who as a result of maternal rubella will be in need of special education programs. The American Association of Instructors of the Blind offers its support to the Secretary to carry out such a survey which should include, where possible, the fullest information concerning the educational potential and special needs of each child. Because of the urgency of this matter it is hoped that statistics may be made available by the summer of 1967."

Resolution #3 "Realizing the amount of time and effort required to plan and carry out such an exceptionally fine Conference program, be it:
Resolved-That we express our appreciation to Mr. Lee Iverson, President
Mr. Stewart Armstrong, First Vice-President and Program Chairman;
Mr. William H. English, Second Vice-President and Workshop Coordinator;
Mr. R. Paul Thompson, Executive Secretary; and other Officers and Directors of AAIB for the most interesting and challenging program; and
Resolved-That we thank the Workshop leaders and their co-workers for the splendid manner in which the workshop programs were organized; and
Resolved-That we express our appreciation to Mr. Robert W. Tegeder, Advisor; Miss Kate Fenton, Chairman; and the Sub-Committee Chairmen and Local Arrangement Committee for making this Conference such a pleasant, smoothly-conducted experience for all of us; and

Be it further Resolved-That we express our thanks to the Salt Lake City Chamber of Commerce for handling all matters relating to Conference registration.

ADDITIONAL ASSOCIATION BUSINESS

Conference Site for 1972 Selected: The membership of the Association in attendance at the conference, voted between the following cities for the 1972 AAIB Conference Site: Atlanta, New York City, the Miami Beach area and Washington, D.C. Washington, D.C. was selected.

Membership Dues for 1967 and 1968: The membership of the Association in attendance at the conference, approved the following Membership Dues schedule for the years 1967 and 1968:

<u>Type of Membership</u>	<u>1967</u>	<u>1968</u>
Student	5.00	5.00
Agency	25.00	25.00
Corporate (per student)	.50	.50
Parent Group (per individual)	.50	.50
Individual:		
Houseparents	10.00	10.00
Classroom Teachers	12.50	15.00
Administrators and all others	15.00	20.00
Life Membership	500.00	500.00

REPORT OF THE NOMINATING COMMITTEE

Herbert D. Angus, Chairman

Assistant Principal, Florida School for the
Deaf and the Blind

The Nominating Committee submitted the following slate of candidates for office in the American Association of Instructors of the Blind, for the 1966-68 Biennium:

OFFICERS

President

Mr. Stewart E. Armstrong
Superintendent, Ontario School for the Blind

First Vice-President

Mr. William H. English
Principal, Department for the Blind, Virginia School for the Deaf and the Blind

Second Vice-President

Mr. Carl J. Davis
Head, Department of Psychology and Guidance
Perkins School for the Blind

Secretary-Treasurer

Mrs. Mary K. Bauman
Director, Personnel Research Center
Philadelphia, Pennsylvania

Immediate Past President

Mr. Lee A. Iverson
Chief, Division of Children's Schools
Springfield, Illinois

BOARD OF DIRECTORS

Mrs. Ferne K. Root
Director, Program Development Division
American Foundation for the Blind

Dr. Natalie Barraga
Assistant Professor of Special Education
The University of Texas

Miss Dorothy Misbach
Consultant in Education of the Visually Handicapped
California Department of Education

Mr. John E. Chiles
Teacher, Arkansas School for the Blind

Mr. Lee Jones
Superintendent, Georgia Academy for the Blind

Respectfully submitted,

Byron Berhow
Randall K. Harley
Durwood A. Hutchinson
Herbert D. Angus, Chairman

The first reading of this report was given Monday, June 27, 1966; the second and final reading was given Tuesday, June 28, after which additional nominations for officers and directors were requested from the floor. None were made however. Each of the above officers and directors was accepted and elected by acclamation.

REPORT OF THE NECROLOGY COMMITTEE

Dorothy Bryan, Assistant Editor,
Field Representative, American Printing House for the Blind

With regret the Necrology Committee reports the loss of the following members of the American Association of Instructors of the Blind. The devoted service to blind children, the helpful contributions and the leadership of these men and women have meant much to our organization and to the lives of visually handicapped children throughout our nation.

We are reminded of 2nd Timothy 4: "I have fought the good fight, I have finished my course, I have kept the faith: henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous judge, shall give me at the day: and not to me only, but unto all them that love his appearing."

Canada

Dr. Harold J. Vallentyne, Superintendent, Ontario School for the Blind, 21 years of service (1935-1955), died November 3, 1964.

Illinois

Frederick G. Meyers, Director of Music, Illinois Braille and Sight Saving School, 47 years of service (1910-1957), died March 30, 1966.

Leo J. Flood, Superintendent, Illinois Braille and Sight Saving School, 51 years of service (1911-1962), died July, 1964.

Indiana

Mrs. Hattie M. Ward, Home Supervisor, Indiana School for the Blind, 12 years of service (1947-1959), died January 12, 1965.

Iowa

Leslie M. Hays, Superintendent, Iowa Braille and Sight Saving School, 9 years of service (1939-1948), died January 11, 1963.

Mrs. Ella P. Johnson, Primary teacher, Iowa Braille and Sight Saving School, 34 years of service (1901-1935), died September 3, 1964.

Mrs. Mildred M. Powers, Housemother, Iowa Braille and Sight Saving School, 9 years of service (1947-1956), died November 25, 1965.

Kentucky

Roy Haynes, Field Representative, Kentucky School for the Blind, 18 years of service (1945-1966), died May 25, 1966.

Dr. Paul W. Stansbury, Psychologist, Kentucky School for the Blind, 2 years of service (1962-1964), died September 18, 1964.

Maryland

Miss Naomi Gring, Music Teacher, Perkins School for the Blind and the Maryland School for the Blind, 50 years of service, died May 1966.

Dr. Leo Goldback, Former Opthamologist, Maryland School for the Blind, 17 years service, died June 1966.

New York

Mrs. Doris Brayer, Teacher, New York State School for the Blind, 36 years of service (1925-1961), died January 1966.

Roscoe Chase, Housefather, New York State School for the Blind, 10 years of service (1942-1952), died January 1966.

Anna E. Owens, Teacher, New York State School for the Blind, 37 years of service, (1911-1948), died January 1966.

Vernon Parker, Housefather, New York State School for the Blind, 5 years of service (1953-1958), died August 1964.

Oklahoma

Mrs. Tennie M. Lee, Teacher, Oklahoma School for the Blind, 29 years of service (1925-1954), died February 26, 1966.

Pennsylvania

Lucretia Thorpe, Teacher, Royer Greaves School for the Blind, 18 years of service (1947-1965), died October 20, 1965.

Mrs. Carolyn Lust, Teacher, Western Pennsylvania School for the Blind, 1 year of service (1963-1964), died September 1964.

Ann Springer, Teacher, Western Pennsylvania School for the Blind, 6-1/2 years of service (1955-1959), 1961-1964, died December 1964.

Texas

Mrs. Azalene Bennett, Dormitory Supervisor, Texas School for the Blind, 2 years of service (1962-1964), died July 1964.

Virginia

Alice Horsley, Teacher, Highland Park School, Roanoke, Virginia, 32 years of service (1951-1964), died December 2, 1964.

Lucy Alexandria Huffer, Teacher, Virginia School for the Deaf and the Blind, 19 years of service (1945-1964), died August 8, 1965.

Jake Jacobson, Vice-Chairman of the Board of Visitors of the Virginia School for the Deaf and the Blind, died January 25, 1966.

Washington

Mrs. Della Anderson, Houseparent, Washington State School for the Blind, 6 years of service (1953-1959), died November 1965.

Harry Seeling, Teacher, Washington State School for the Blind, 22 years of service, (1930-1952), died May 4, 1966

HV1788

A Proceedings of the 1966
Convention of the
American Association of
Workers for the Blind.

HV1788

A Proceedings of the
1966 Convention of the
American Association of
Workers for the Blind.

DATE	ISSUED TO

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N. Y. 10011

DEMCO

